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ABSTRACT

This document is the third of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume III focuses on high school education, grades 9 through 12. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

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ED 366 889

K-12

DEVELOPMENTAL

GUIDANCE & COUNSELING

CURRICULUM

VOLUME III - HIGH SCHOOL 9-12

Revised by

The Connecticut School Counselor Association (CSCA)

and

The Connecticut Association for Counselor Education and Supervision (CACES)

in cooperation with

The Connecticut State Department of Education (CSDE)

Spring, 1991

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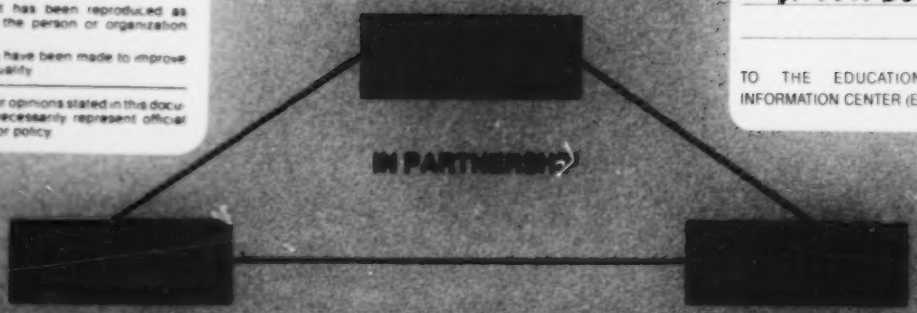

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PREFACE

The Connecticut School Counselors Association and the Connecticut Association of Counseling and Development commissioned a Guidance Task Force in 1986 to research and create an appropriate K-12 guidance and counseling program for Connecticut.

The task force recommended a K-12 developmental guidance and counseling approach and developed a curriculum guide that has been used by local systems as a model in creating their own programs. Copies have been sold throughout the United States.

In 1990-91, the Connecticut School Counselor Association received grants from the Connecticut State Department of Education and the American School Counselor Association (ASCA):

correlate and cross-reference the 1989 National Career Development Guidelines to the CACD/CSCA developmental guidance learner outcomes.

expand the lesson activities for all objectives.

research and review current developmental guidance guidelines incorporating career development guidelines of the National Occupational Information Coordinating Committee (NOICC).

A variety of activity choices are provided that can easily be expanded into formal lesson plans by local systems. Demonstration lesson plans are provided as examples of format. Methods of execution and references to commercial materials are made outcome-specific to help the counselor access the vast array of materials now on the market. The chapter on curriculum planning and writing provides strategies for school districts involved in this process.

The impact of our original document upon guidance programs throughout Connecticut has been gratifying. It is hoped that this edition will provide additional impetus and information for the continued improvement of Connecticut school district guidance programs.

CONNECTICUT SCHOOL COUNSELORS ASSOCIATION

President	President-Elect	Past-President
David Downes	Emily MacKenzie	Ann Taylor

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The Connecticut School Counselor Association developed this curriculum in cooperation with the Connecticut Association for Counselor Evaluation and Supervision and the Connecticut State Department of Education. Competitively awarded grants from the American School Counselor Association and the Connecticut State Department of Education supplemented funding by CSCA for the project.

CSCA wishes to express appreciation to the following persons for their many contributions of time, expertise and direction that made this project possible.

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INTRODUCTION

Counselors are expected to be involved in a greater variety of guidance activities than ever before. They are expected to work in the curriculum, conduct placement and follow-up, and do community outreach. They also are expected to continue doing crisis counseling and teacher and parent consultation as well as testing, scheduling, and other administrative-clerical duties. Counselors want to respond to new needs and expectations but often find that the press of their existing duties interferes with or actually prevents them from doing so. Thus they find themselves in a quandary, and role conflict often is prevalent. One reason for this is that current organizational patterns of guidance are based on an ancillary services concept loosely grouped around broad role and function statements. It is an undefined program where counselors are themselves in supportive, remedial roles.

The challenge that counselors face is how to make the transition from the ancillary services concepts to a comprehensive program, a program that is an equal partner with other programs in education. How do counselors take an undefined program and make it a defined program?

Making the transition is a complex and difficult task. It means carrying out duties provided by the current organizational plan and, at the same time, planning and carrying out duties derived from the new plan. It can be done, but it is difficult.

What should the structure of this comprehensive program be? Traditionally the answer has been the services model (orientation, assessment, information, counseling, placement and follow-up); the process model (counseling, consulting and coordination); or the duties model (typically a list of twenty or more duties). It is recommended that in place of one of these structures, a new structure be adopted in keeping with the developmental approach to guidance, K-12. (Gysbers & Henderson, 1988).

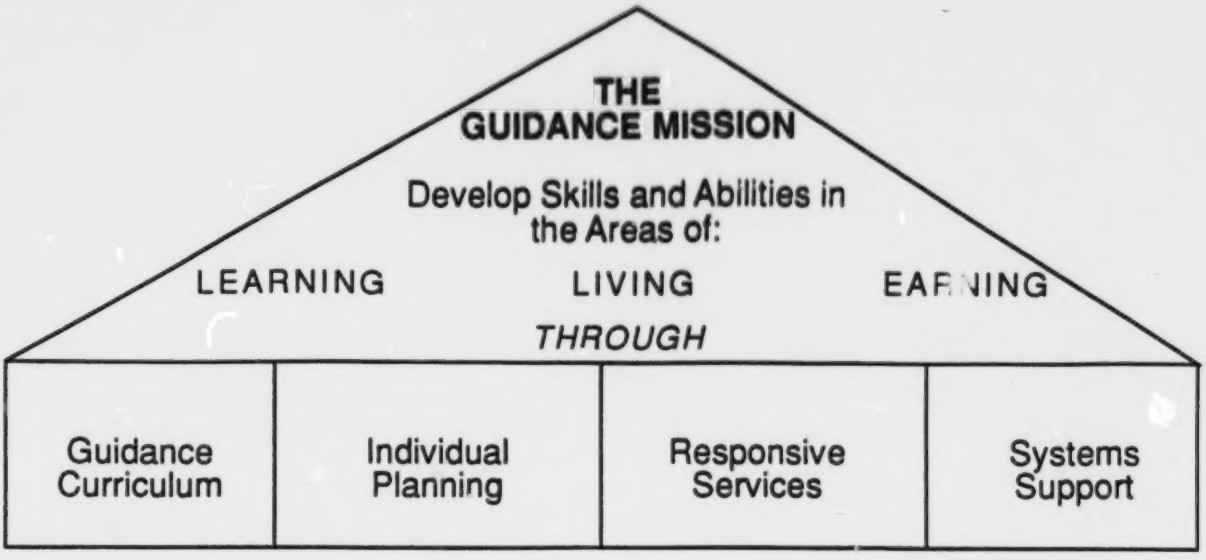
The learning, personal/social and career development needs of students can be more effectively met with a kindergarten through 12th (K-12) guidance program which systematically and comprehensively addresses developmental stages which students experience as they progress through school.

This approach is based on the works of Benjamin Bloom, Erik Erikson, Robert Havighurst, Lawrence Kohlberg, Abraham Maslow and Jean Piaget and recognizes that all students pass through specific developmental stages as they mature.

School guidance and counseling programs must be structured to anticipate and nurture the developmental personal/social, career and educational needs of pupils.

The emphasis in developmental guidance programs shifts from working with individuals to working with all students, from remediation to prevention and from unplanned/unstructured to systematic and accountable (Wisconsin, 1986).

TRADITIONAL MODEL	DEVELOPMENTAL MODEL
Crisis Counseling	Preventive plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Services	Career Planning and Development
Scheduling/Programming	Program Management
Reactive	Pro-active
Clerical/Task-Oriented	Goal-oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates and Changes



A comprehensive developmental guidance model typically includes four major components: the guidance curriculum, individual planning, responsive services and program management or system support.

The definitions that follow are taken from the Georgia state model (1988) but are similar to those in many other states.

COMPONENT I - THE GUIDANCE CURRICULUM

The school counseling curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: learning to live (knowledge of self and others), learning to learn (educational/ vocational development), and learning to work (career exploration and planning. Learner outcomes to be addressed in these areas are identified in part through the use of regularly conducted needs assessments.

COMPONENT II - INDIVIDUAL PLANNING

Individual planning refers to the activities designed to help students monitor and direct their own learning and personal development. Functions of the counselor in this component include individual advisement, placement and individual appraisal.

COMPONENT III - RESPONSIVE SERVICES

Responsive services are reactions to immediate needs and concerns of individuals whether these concerns involve information, counseling, consultation or referral. The counselor has special training and possesses skills needed for these areas. The counselor's responsibilities include group counseling, individual counseling, consultation, information dissemination and referral.

COMPONENT IV - SYSTEM SUPPORT

System support activities are those which establish, maintain and enhance the preceding three guidance areas. Techniques to accomplish this might include program development, staff development, materials development, parent education, the testing program and community relations.

These four components address attributes and attitudes, skills and competencies, and understandings and applications needed to help students in three broad domains: Explanations adapted from Iowa Guide).

LEARNING TO LEARN (EDUCATIONAL)

Activities in this area help young people choose experiences appropriate for them, which will in turn enable them to get the most out of each learning situation. The new basics for the "Information Age" or the "Age of Technology" that we are entering include decision-making skills, problem-solving, critical thinking, logical reasoning, goal-setting, technological literacy, transition skills, interpersonal skills and the ability to organize and manage information.

LEARNING TO LIVE (PERSONAL/SOCIAL)

This component of the program assists the young person in the development of skills in relating to other individuals and groups and is based on student goals that have to do with educational, career, and life success - the development of a strong positive self-concept. Knowledge of self, "Who Am I?" continues to be a major goal of education.

LEARNING TO EARN (CAREER/VOCATIONAL)

This component includes the development of a positive attitude toward work and the development of skills that will assist students make a positive transition from school to work and from job to job. Additional goals include: an awareness of career life style options, occupational information, school and training requirements, and an awareness of how these relate to personal values, aptitudes, interests, abilities and personality.

GOAL DEVELOPMENT

It is important to establish broad goals for the department that are written in terms of student competencies or outcomes rather than counselor role.

Three major sources are suggested as a starting point in developing goals:

Developmental Guidance and Counseling, Robert D. Myrick, (1987)
The Connecticut Common Core of Learning (1987)
National Career Development Guidelines, NOICC (1990)

MYRICK establishes eight goal areas which characterize almost all developmental guidance and counseling programs. They include:

- The School Environment
- Self and Others
- Attitudes and Behaviors
- Decision-Making and Problem-Solving
- Interpersonal and Communication Skills
- School Success Skills
- Career Awareness and Educational Planning
- Community Pride and Involvement

THE COMMON CORE OF LEARNING represents preparation for life. It consists of abilities necessary not only for employment and further education, but also those that are essential to becoming a productive and contributing member of society. The Common Core is not meant to define minimum competencies. Rather, it sets a standard for an educated citizen. Areas include:

- Positive Self Attitude
- Motivation and Persistence
- Responsibility and Self-Reliance
- Intellectual Curiosity
- Interpersonal Relations
- Sense of Community
- Moral and Ethical Values

THE NOICC COMPETENCIES (goals) are as follows:

Competency I:	Skills to maintain a positive self concept.
Competency II:	Skills to maintain effective behaviors
Competency III:	Understanding developmental changes and transitions.
Competency IV:	Skills to enter and participate in education and training.
Competency V:	Skills to participate in work and life-long learning.
Competency VI:	Skills to locate, evaluate and interpret career information.
Competency VII:	Skills to prepare to seek, obtain, maintain, and change jobs.
Competency VIII:	Understanding how the needs and functions of society influence the nature and structure of work.
Competency IX:	Skills to make decisions.
Competency X:	Understanding the impact of work on individual and family life.
Competency XI:	Understanding the continuing changes in male/female roles.
Competency XII:	Skills to make career transitions.

Each school district should develop goals based on the results of an assessment of their community's needs, values, and expectations. It is important to understand that goals will differ among school districts, and one set of goals is not sufficient for all.

School districts may choose all, some, or none as appropriate to their situation.

One sample of the merging of Myrick's suggestions, the Connecticut Common Core, and NOICC's competencies is listed here as an example.

Students will:

1. Understand their interests, abilities and personal characteristics in order to develop a positive self concept.
2. Develop interpersonal communication and socialization skills.
3. Develop a sense of community and an appreciation of their roles as citizens.
4. Understand the school environment and develop learning skills.
5. Develop school success skills and intellectual curiosity.
6. Develop career awareness and education plans.
7. Relate their educational experience and goals to career planning.
8. Prepare for the world of work by developing the skills necessary for a successful transition to the next step after high school.

COUNSELOR ROLE

In addition to attempting to build a common foundation for developmental comprehensive programs, it is not necessary to abandon the ability to look at counselor role as well. As another way to look at the world of guidance and counseling, the role and function of the counselor in a comprehensive developmental program can be separated into five distinct role functions:

- COUNSELOR AS COORDINATOR
- COUNSELOR AS CONSULTANT
- COUNSELOR AS COUNSELOR
- COUNSELOR AS TEACHER
- COUNSELOR AS MANAGER

These working definitions are offered for clarification:

The **counselor as coordinator** integrates resources from the school and community to establish a network of services for personal/social, academic and career development.

The **counselor as consultant** provides professional expertise to staff, parents and other community members.

The **counselor as counselor** provides a broad range of opportunities for problem solving and skill development to assist the counselee in developing as a total person.

The **counselor as teacher** delivers a planned, sequential guidance curriculum addressing the developmental needs of all students in the school community.

The **counselor as manager** plans, implements and evaluates the systems necessary for the support, maintenance and improvement of the comprehensive guidance program.

SUMMARY

A comprehensive program, by definition, leads to guidance activities and structured group experiences for all students. It de-emphasizes administrative and clerical tasks, one-to-one counseling only and limited accountability. It is pro-active rather than reactive. Counselors have a guidance program to implement and are unavailable for unrelated administrative and clerical duties. They do personal and crisis counseling and provide structured activities for all students.

Let us close by clarifying that this introduction, for the sake of instructional clarity compares and contrasts a "pure traditional" approach with a "pure developmental" one. Few of either exist! Most programs could be placed upon a continuum ranging somewhere between the extremes. In an effort to improve or change our program's focus, we first need to assess our position on this continuum and second need to assess the amount of impetus, internally or externally imposed, toward change.

Improving a guidance program may seem overwhelming, but the rewards are substantial. More pride in being a counselor is evident. More support for guidance is generated because guidance is no longer seen as an ancillary service. Most important, students, parents, teachers, administrators and the community are served more effectively.

The overriding goal of this type of model is to provide all students in grades K-12 with a comprehensive, responsive school counseling program suited to their developmental needs as growing, maturing citizens.

IMPLEMENTING A DEVELOPMENTAL GUIDANCE PROGRAM

A developmental guidance program approach requires a new perspective and a willingness on the part of counselors to be "change agents". It requires additional information regarding curriculum development, planning, implementing and evaluating as well as a solid commitment.

The Research and Development Center for Teacher Education (R&DCTE) at the University of Texas at Austin studied the process of change for more than a decade. Out of this research came a number of verified assumptions about change.

These assumptions are:

- Change is a process, not an event.
- Change is accomplished by individuals first, then institutions.
- Change is a highly personal experience.
- Change involves developmental growth in feelings and skills.
- Change is best understood in operational terms.
- The focus of facilitation should be on the individual first, innovation second and context third. (CBAM)

Change is a slow process and experience and research shows that a small, in-house innovation can take two years to implement.completely. A system-wide change can easily take five years or more depending upon the complexity of the innovation. With this in mind, it is wise to set time lines in realistic, achievable blocks that permit counselors to continue guidance services while implementing change.

It is important to review the dynamics involved in change. During the change process counselors will be delivering the current program while accepting the added burden of developing a new program and delivery system. The amount of energy expended will be greater than before the change process and more than the energy needed after the change process.

As Norman Gysbers stated at the 1988 national conference of AACD in Chicago, "Success comes before work only in the dictionary."

At first glance, the commitment to developmental guidance may seem overwhelming. But, the movement toward developmental guidance is so valuable for students, parents, staff, administrators and counselors that the extra time and effort seem insignificant by comparison.

A FOURTEEN STEP PLAN

I. START BY ESTABLISHING A DATE TO HAVE A WORKING PROGRAM IN PLACE.

- work backwards to the present to divide tasks and set them in a time line that an be put in place and monitored.
- keep control of the change process but provide manageable pieces to complete.
- the important thing is to show movement toward a fully developmental program rather than to react to an edict which establishes one overnight.

II. GUIDANCE SUPERVISOR MUST EMBRACE THE CONCEPT.

- The supervisor has to set the tone for change to take place.
- The supervisor must be able to see the bigger picture and be willing to work toward eliminating barriers to program change and development.
- Counselors must be taught the advantages to students and to their own work style.
- Adequate time must be devoted to the change process. In-service, department meetings, support of conferences and visits all serve to send the message of importance to the counselor.

III. DEPARTMENT MEMBERS DECIDE WHAT PARTS OF PRESENT PROGRAM MEET THE WORKING DEFINITION OF DEVELOPMENTAL GUIDANCE AND WHAT NEEDS TO BE DEVELOPED.

- Are there any parts of the guidance program that are presently, or could be more effectively or efficiently, delivered in classroom sized groups?
- Has any assessment been made of student parent and staff perception of what they would like you to offer?
- What portion of your present program is reactive service versus pro-active program?
- Has your department ever stated what you are about? Developed a philosophy?
- Do the department description, goals, objectives look like a counselor job description or do they describe what changes they will bring to student understanding and behavior?

IV. CONDUCT AWARENESS LEVEL ACTIVITIES WITH YOUR STAFF, BUILDING AND DISTRICT ADMINISTRATORS.

- Conference with building and district administrators
  - explain concept of developmental guidance
  - explain benefits to administrators staff and students
  - inform curriculum specialist and solicit support and expertise in curriculum development
- Share articles from dialog and other counseling journals and discuss what is being done in other towns and states with counseling staff and administration.
- Set up visits to systems and schools with a program in place and examine the strengths and weaknesses in each site. A team approach, counselors and administrators, make the visits more fruitful.
- Attend workshops that discuss developmental guidance programs. It is important to understand the total K-12 guidance continuum even if you have responsibility for only one level.

- Review texts on developmental guidance (see references and topical bibliography).

V. BUILD CHANGE INTO GOAL SETTING WITH YOUR SUPERVISOR.

The "goal setting" has the capacity to formally inform your supervisor of your intentions to change to a developmental approach. By agreeing to your goals, your supervisor in effect, sanctions the concept . This action gains support for attending conferences, purchasing needed materials, professional leave for visits, etc. needed to accomplish your goals.

Guidance supervisors may in turn use goal setting with counselors to initiate a formal monitoring of the change process.

VI. ASSIGN MEMBERS OF YOUR STAFF TO DRAFT A DEVELOPMENTAL PHILOSOPHY AND BROAD GOALS FOR THE DEPARTMENT THAT ARE WRITTEN IN TERMS OF STUDENT OUTCOMES RATHER THAN COUNSELOR ROLE.

- Limit to one typed page.
- Review and revise with input from your whole department.
- Be consistent with building, system and state (Core of Common Learning) statements.
- Present to advisory committee for review.
- Gain approval by administration before development of an in-depth curriculum.

VII. DEVELOP A NEEDS ASSESSMENT INSTRUMENT.

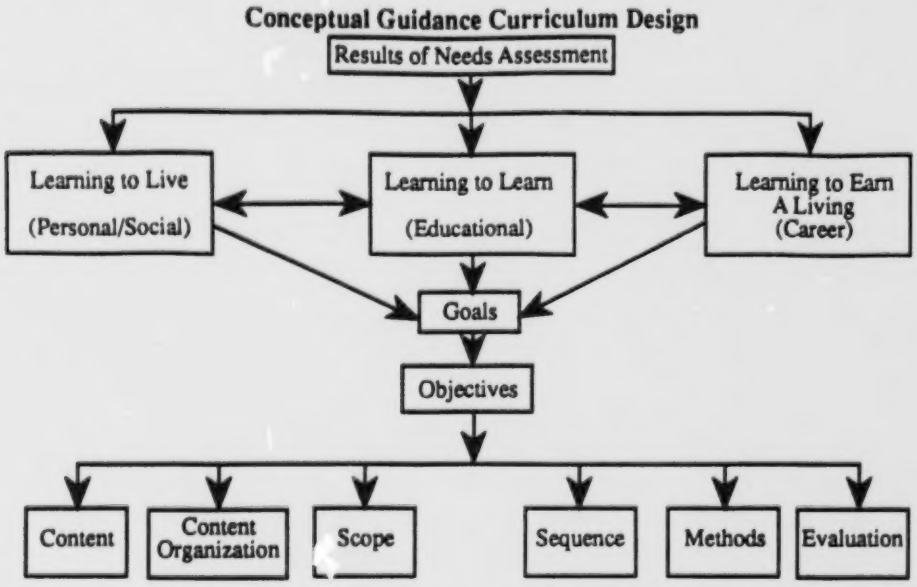
The needs assessment process is necessary to establish local program direction. It helps identify what your community, educational staff, parents and students need and value from your department. It also serves to inform these same groups of services you offer. Often these groups are surprised to see the items included on the needs assessment as they were unaware of services provided. (See Appendix A for needs assessment sample.)

- Review drafts of needs assessment, philosophy and goals with advisory board at first meeting.
- Complete needs assessment and develop a report of results with tentative action plan emphasizing focus on change.
- Share report with staff, administration and advisory board.

VIII. CHOOSE A CURRICULUM MODEL.

- An important issue when developing a guidance curriculum is to choose a curriculum design which offers considerable flexibility. The Systems Approach Model by Feyereisen (1970) offers the greatest flexibility to the field of guidance.

The following is a design that is modeled after Feyereisen's Systems Approach:



IX. DEVELOP A CURRICULUM BASED ON NEEDS ASSESSMENT.

Start work on your curriculum using the results of your needs assessment. Because your needs assessment focuses on what your community, educational staff, parents and students need and value from your department, you should be able to group the needs under the three major domains of Learning to Live, Learning to Learn and Learning to Earn a Living.

- Develop a scope and sequence grid of topics to be introduced at one level and reintroduced at a higher level at various stages of the total guidance program.
- Develop a lesson plan format that is understood by your counselors.
- Divide the topics to be developed among counselors and assign the lesson plan to be completed - let counselors work as teams or alone. Do first the ones that appear first on the calendar. Work out the rest as the year progresses.
- Make sure the lesson plans:
    - include reference to your broad goals. These goals should flow from the identified needs and values of your community, students, staff and parents.
    - include one or more specific objectives that can be measured.
    - use goals and objectives that are in terms of learner outcomes.

- represent a balance of activities between stated goals and the three domains.
- are developmental in nature.

Transfer the lesson plan to a list delineating grade and domain. Remember that there are three "domains" or parts of the guidance curriculum: learn to learn, learn to live and learn to make a living.

Categorize the lesson topics according to the three domains. If you find that lessons are overbalanced in one domain, for example "learn to make a living", then adjust.

Remember everything is a working draft. Feel free to change what doesn't work and share the draft with advisory council members and administration at reasonable intervals.

X. ESTABLISH AN ADVISORY BOARD SIMULTANEOUS TO DRAFTING PHILOSOPHY AND GOALS.

- Limit participation in the invitation. Boards are to be advisory, not policy makers.t Commitment as to time on the board and their charge should be established at the initiation of the board.
- Seek an interdisciplinary representation which could include students, parents, staff from other disciplines as well as community members.
- Advisory board should not consist entirely of advocates. This is a good vehicle to inform a vocal critic.

XI. CLARIFY THE ROLES OF KEY STAFF IN IMPLEMENTING THE DEVELOPMENTAL GUIDANCE CURRICULUM.

- Board of Education and superintendent endorse concept and provide resources and support.
- Building administrator endorses concept, provides resources, support and assists counselors with accessing students in the classroom.
- Teaching staff endorses concept, accepts counselor into the classroom and provides any follow-up or review that is deemed necessary for a particular classroom.
- Counselors endorse concept and are the major developmental curriculum implementors.
- Guidance department supervisors work with other department supervisors and building administrators to develop plans for accessing students. Teachers will be supportive if this is done in a sensitive manner.
- Supervisors must make efforts to join the mainstream of educational process, seeing similarities between the guidance curriculum and that of academic subjects and establishing guidance as a key program in the education of children.

- Supervisors are responsible for support and requesting necessary resources.
- Supervisors must be cheerleaders when evaluating early efforts.

XII. FIND OUT WHO IN YOUR SYSTEM HAS FINAL APPROVAL OR ADOPTION POWER OF THE CURRICULUM.

- Involve person in the development
  - discuss content
  - answer questions
  - discuss any requested changes
- Select level and place of implementation
  - Will you pilot part or all of the curriculum, where and when?
  - Will you implement at each level where counselors are employed?
  - Will you implement K-12?
- Submit the curriculum for approval.

Each of the decisions involving how much, when and where will significantly influence the time and resources needed to implement the curriculum successfully.

XIII. PLAN FOR CONTINUATION AND SPREAD.

- Long range plans should be for continuation and/or expansion of the curriculum.
- A Five Year Plan that has been accepted by administration assures continued support and growth.

XIV. REVIEW CAPACITY FOR FUTURE CHANGE.

- Evaluation should not be avoided. Build evaluation criteria into all activities and begin to develop base data for present and future program assessment and change.
- Evaluation of your program should be congruent with the learner outcome objectives developed for your program.
- Evaluation of your program should not be confused with the evaluation of counselors.

A chronological summary of implementation strategies may be found in Appendix B.

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SUGGESTED CURRICULUM OBJECTIVES BY STRAND AND GRADE

INTRODUCTION

The development of the curriculum component of a comprehensive guidance and counseling program flows directly from the goals established by individual guidance departments and school districts. The revised curriculum presented in the pages that follow identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for grade levels K-12. A narrative scope and sequence introduces the different strands, and a complete listing of all the objectives by strand and grade illustrates the developmental nature of the objective sequencing. A comparison of the CSCA strands to the NOICC competencies is also provided. The final section describes possible activities that will lead to measurable student outcomes for each objective.

NARRATIVE SCOPE AND SEQUENCE

The following pages contain summaries of the scope and sequence of objectives and concepts in each of the eight strands. These summaries highlight the major learner outcomes of various levels and identify where critical issues are introduced. These are intended to provide a general overview of the curriculum. For clarification, grade levels indicated are defined as:

Primary	- grades K-3
Intermediate	- grades 4-6
Middle grades	- grades 7-8
High School	- grades 9-12

STRAND/GOAL: AWARENESS OF SELF AND OTHERS (Learn to Live)

The strand for developing an awareness of self and others focuses on helping students learn about their interests, abilities, and personal characteristics. The student's relationships with peers, teachers, and other adults are examined via the use of selected activities.

In the primary grades, the emphasis is placed on developing a "feelings" vocabulary, identifying situations that evoke specific feelings and applying age-appropriate methods for coping with these feelings. Physical characteristics, things they like about themselves, things they can and cannot do well, and ways in which people differ are also discussed.

In the intermediate grades, students are introduced to a higher level of comparison of personal characteristics, abilities and interests that they value in self and others. Coping strategies for relieving stress and dealing with positive and negative situations and feelings are reinforced.

Students in the middle school program analyze interests, abilities, and aptitudes and their impact upon initiating and establishing relationships between members of the same and opposite sex. They also identify personal changes that affect adolescent behavior.

High school students explore the impact of change and transitions upon self. They analyze, prioritize, and summarize factors that influence self-concept.

STRAND/GOAL: INTERPERSONAL RELATIONS AND SOCIALIZATION (Learn to Live)

This strand concerns itself with issues of bonding, making friends, communications, and peer pressure. The many behaviors and decisions that contribute to positive socialization are discussed.

In the primary grades, students identify personal friends and support systems. They explore their roles as members of various groups such as family, classroom, school, and peer groups. Developing an awareness of how their behaviors and decisions affect their group membership is emphasized.

In the intermediate grades, emphasis is on communications and decision-making.

Middle school students explore peer pressure, cliques, and emerging independence while being sensitive to individual differences and opposite points of view. Conflict resolution techniques are introduced.

These concepts are continued at an age-appropriate level at the high school with greater emphasis on the consequences of decisions and behaviors.

STRAND/GOAL: COMMUNITY (Learn to Live)

The strand for developing an understanding of community focuses on the student's responsibility to learn about cultural differences in the community, keeping the community clean, and developing a sense of home, school and community belonging.

In the primary grades, the emphasis is on student identification of roles and responsibilities in keeping the school and community clean, in understanding cultural and ethnic contributions to the community. Students begin to identify the need for law and government in the community and their roles as a citizen.

In the intermediate grades, students are introduced to the concept of voluntary and paid service in their community, and a higher sense of belonging and responsibility to the community.

In the middle grades, students analyze their rights and responsibilities to the school and community and begin identifying activities that demonstrate service to the community. The impact of sex and cultural stereotyping in the community is analyzed.

In the high school grades, students participate more intensely in community service projects. Contributions of the community's cultural and ethnic groups are identified. Awareness of personal responsibility to enhance the quality of life in the community is demonstrated by use of responsible social skills (registering to vote) and developing appropriate safeguards to sex and cultural stereotyping. Tentative post-secondary and educational choices are made.

STRAND/GOAL: SCHOOL ENVIRONMENT (Learn to Earn)

The strand for developing an understanding of the school environment focuses on helping students learn about school services provided by the counselor, school rules and regulations, and the importance and use of standardized tests in self-assessment for academic planning.

In the primary grades the students develop an awareness of the role and function of the school counselor, of the importance of school rules and procedures, and of the facility and program.

In the intermediate grades students demonstrate the capacity to apply their knowledge of services provided by the school counselor and to apply school rules appropriately.

In the middle grades students demonstrate a greater sense of responsibility to follow school rules and regulations, to analyze their abilities and achievements and to identify ways of effecting change in themselves and in their school environment.

In the high school grades the students evaluate the relationship between academic planning and success and future goals.

STRAND/GOAL: SCHOOL SUCCESS SKILLS (Learn to Learn)

The strand for school success skills focuses on developing skills that lead to academic achievement as well as personal effectiveness.

In the primary grades students are introduced to the concepts of listening in class, cooperating in the classroom, and being able to concentrate on tasks.

In the intermediate grades, students learn to identify goals and skills necessary to do well in school. They are introduced to the idea of planning. Listening and cooperating skills are expanded.

In the middle grades goal-setting and time management techniques are practiced. Taking personal responsibility for school achievement is emphasized.

In the high school developing critical skills is further refined. Effective methods for handling stress are examined as well as self-analysis of learning styles and specific techniques for improved school performance.

STRAND/GOAL: CAREER AWARENESS AND EXPLORATION (Learn to Earn)

Students learn about the career exploration process and become aware of race and gender stereotyping as it relates to career roles.

In the primary grades, students recognize different job roles in the school and community. In grade two, knowledge of work and job stereotyping is introduced. Grade three students gain a sense of how to organize and group similar types of jobs.

In the intermediate grades, the focus is on recognizing the similarities of jobs in career clusters. In grade five, the level of education required for different jobs is explored along with sex and race stereotyping. In grade six, students are introduced to the concept of how skills and interests are related to occupational choice and career clusters.

In the middle grades, the focus is on transition to the secondary level which includes high school course selection, introduction to how jobs are classified, and the role of sex stereotyping in choosing occupations.

In the high school, emphasis is placed on exploring those careers which relate to the student's interests, values and abilities using available career resources, materials and equipment. For grades 11 and 12, emphasis is placed on matching career choices with post-secondary educational opportunities.

STRAND/GOAL: CAREER PLANNING (Learn to Earn)

Students are taught the value of planning and the skill of making all types of decisions. Students are taught to apply these skills in the career decision-making process.

Students are introduced to the concept of planning ahead in the primary grades as well as to the concept of choice-making.

Work on age-appropriate decision-making models and the results of decisions begins in the intermediate grades. Stereotyping and non-traditional roles are introduced at this level along with evaluation of individual interests and abilities and goal-setting techniques.

Stereotypes, values, interests, and personal strengths are more directly related to school and career planning in the middle grades.

Students are introduced to school and employment planning through career resources in the high school. Individual career plans are formulated through the use of interest inventories.

STRAND/GOAL: CAREER PREPARATION (Learn to Earn)

It can be argued that career preparation starts at birth and continues throughout one's lifetime. This curriculum starts formal career preparation activities in the middle grades. It is at this juncture that students begin to have some choice in their curriculum and most of the efforts are concerned with the relationship of school subjects and school and non-school experiences to career aspirations.

In the middle grades the focus is on developing an understanding of the relationship between career preparation and the selection of school subjects and academic preparation.

In the high school grades the relationship between school experiences and career development continues to be addressed with an emphasis on developing skills in such areas as the educational/career search, application-resume writing, and interviewing.

SUGGESTED OBJECTIVES BY STRAND AND GRADE

AWARENESS OF SELF AND OTHERS - LEARN TO LIVE

OBJECTIVE: Students will:

K	name three of their basic physical characteristics.
K	recognize the vocabulary associated with expression of feelings.
K	identify the feelings of happiness, sadness and anger.
1	name three things they like about themselves.
1	illustrate a situation which evokes happiness, sadness or anger.
2	illustrate two activities they can do well.
2	illustrate two activities they cannot do well.
2	differentiate between appropriate and inappropriate methods of expressing anger.
2	name two ways others differ from themselves.
3	list five positive characteristics about themselves.
3	identify and describe feelings of rejection.
3	identify and describe feelings of frustration.
3	describe three ways in which people differ in skills and abilities.
4	be aware of the impact that their actions and words have on others.
4	demonstrate one way to cope with rejection.
4	describe a situation that evokes anxiety.
4	recognize various methods of relieving stress.
4	list three methods of reducing anxiety in situations.
4	compare their characteristics and abilities with others.
5	summarize five positive ways to respond to negative comments.
5	review methods of relieving stress.
5	summarize five positive ways to build self esteem.
5	specify personal characteristics and abilities that they value in themselves and others.
6	focus on their own interests, likes and dislikes
6	identify components of assertiveness training.
7	translate feelings and ideas into appropriate language and actions.
7	analyze interests, abilities, and aptitudes as components of personal uniqueness.
7	identify appropriate methods for initiating and establishing relationships between members of the same and opposite sex.
7	analyze interests, abilities, and aptitudes and their impact upon initiating and establishing relationships between members of the same and opposite sex.
8	identify four physiological changes that affect adolescent behavior.
8	identify interest, aptitude and personal changes that affect adolescent behavior.
8	recognize that problem situations occur and that they require coping skills.
8	apply coping skills to problem situations that occur in adolescence.
9	recognize the impact of change and transition on oneself.
10	prioritize stressful situations.
10	be able to apply ways to resolve stress.
10	be aware of the limits of their abilities to help others as peers.
10	be aware of referral options for themselves and others in need.
11	summarize the physical and intellectual factors that influence self concept.
12	relate a positive self concept to successful living and self reliance.

INTERPERSONAL RELATIONS/SOCIALIZATION - LEARN TO LIVE

OBJECTIVE: Students will:

K	identify members of their support system with whom they may share feelings.
K	recognize various interpersonal relationships in their lives.
K	list people and activities they enjoy.
K	list choices they make with the help of their support system.
K	name a decision they make by themselves.
K	demonstrate cooperative behavior in groups.
1	describe activities they participate in as a family.

1 describe the process of making a friend.
1 describe how the actions of others affect their own behavior.
1 describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.
1 list problem situations in which they need help from others.
2 describe those things they have learned which aid in making choices.
2 recognize why some choices are made for them and accept those choices.
2 describe how what is important to others influences their decisions.
2 list several ways to solve a problem.
3 be aware of a decision-making process.
3 describe their thought processes before a decision is made.
3 describe why they might want to change a decision and recognize when it is or is not possible to make that change.
4 demonstrate verbal and nonverbal behaviors.
4 identify roadblocks to communication (making threats, name calling).
4 be aware of effective listening techniques.
5 identify a major decision to be made and list the smaller decisions required as part of the larger decision.
5 illustrate the necessity of specifically identifying the decision to be made.
5 identify effective listening skills.
6 recall effective listening skills.
6 demonstrate interviewing techniques.
6 identify three forms of nonverbal communications.
6 correctly interpret three nonverbal expressions of feelings.
7 summarize the factors influencing effective friendship.
7 demonstrate an awareness of the negative aspects of cliques.
7 demonstrate an awareness of alternative points of view.
7 demonstrate an awareness of interdependence.
7 identify effective conflict resolution techniques.
8 discuss the importance of valuing the same gender and opposite gender in relation to how this valuing influences decisions that are necessary for establishing positive friendships, interpersonal relations, and socialization skills.
8 distinguish between fact and opinion and how they influence interpersonal relations.
8 practice effective communication skills with teachers and peers.
9 recognize the impact of individual similarities and differences on interpersonal relationships.
9 be aware of the impact of cooperative effort.
9 appreciate the need to maintain open channels of communication between school and home by consistently relaying all home-school materials and messages.
9 recognize their responsibilities as a high school student.
10 summarize techniques of conflict resolution.
10 develop techniques for conflict resolution with others.
10 practice personal responsibility for the consequences of decision-making.
10 choose good techniques of responsible decision-making and goal setting.
10 apply learned problem solving techniques to current areas of concern.

COMMUNITY - LEARN TO LIVE

OBJECTIVE: Students will:

K list their address and phone number.
K identify various members of a family and what they do (roles).
1 identify the route taken to and from school.
1 show an awareness of his environment.
2 describe activities they can do to keep their environment clean.
2 differentiate between items that can be recycled and those that cannot.
2 illustrate their role in keeping the school environment clean.
2 illustrate their role and responsibilities in the family.
3 discuss what it means to belong to the school community.
3 identify their own cultural and ethnic background.
4 differentiate their role in keeping the school and community clean.
4 describe what is a citizen.
4 discuss why people need laws and governments.
4 describe a lifestyle and culture different from their own.

5 investigate ways they can keep their community clean.
5 plan activities they can do to promote a clean community.
5 describe what it means to "belong" to the school, town, state and country in which they live.
5 describe their responsibilities as members of the school, town, state and country in which they live.
6 identify the responsibilities associated with "belonging" to a school, town, state or country.
6 identify how four community services help the people in their town.
6 discuss how tax money is used to help the people in their town.
6 gain an awareness of their own ethnic background.
7 discuss how others' basic rights and responsibilities are as important as their own and how these rights and responsibilities influence school and community attitudes.
7 will identify sex role stereotypes.
7 identify the community services provided.
7 discuss why tax money cannot provide all the services required by the school and members of their community.
7 investigate opportunities for volunteer work in their school or in the community.
7 identify customs and beliefs of the various nationalities in the community.
8 discuss the diversity of attitudes, abilities, and cultures in the community, state, and country.
8 demonstrate an awareness of different lifestyles in their peer group.
8 discuss the importance of being responsible members of a group, school, community, state, and country.
8 demonstrate responsible behavior in their school community.
8 gain an awareness of and appreciation for the cultural differences and similarities each student has.
9 identify contributions made to our society by members of various cultural and ethnic groups.
9 gain an awareness of their own cultural traditions and customs centered around the celebration of their New Year.
10 demonstrate responsible social skills and contribute to the school and local community in a positive manner.
10 analyze why living in a society creates a need for interdependence and cooperation.
10 understand that all Americans have some cultural traditions and a cultural heritage.
10 be able to accept differences as necessary and desirable rather than negative.
11 analyze the influence of sex role stereotyping on attitudes and behaviors.
11 be aware of their various roles within the family and school community.
11 identify their own sociocultural roles.
12 develop an understanding that all people have cultural diverse customs, and cultures.

SCHOOL ENVIRONMENT - LEARN TO LEARN

OBJECTIVE: Students will:

K identify school counselor by name and title.
K be aware of class rules.
K be aware of role and function of school counselor.
1 recall and recognize school rules.
1 be aware of the services provided by school counselor.
2 describe role and services of the school counselor.
2 apply school rules appropriately.
3 demonstrate knowledge of services of school counselor.
3 be aware of school facilities, procedures and programs.
4 describe school facilities, procedures and programs.
4 apply knowledge of school rules appropriately.
4 describe three resources that are available to help solve problems.
5 be aware of the middle school environment they will enter as sixth graders.
6 report name, role and function of school counselor.
6 apply knowledge of services provided by school counselor.
7 be able to list services from student personnel staff.
7 identify procedures for accessing the services provided by student personnel staff.
7 explain rationale and application of standardized testing.
7 apply procedures for reporting school achievement.
7 demonstrate how a self assessment is made.
7 follow school rules and regulations.
7 demonstrate sense of responsibility.
8 be able to identify school assessments of their abilities and achievements.
8 review the results and implications of school assessments with their counselor.

8 identify abilities and achievements which need improvement.
8 demonstrate appropriate procedures for effecting change.
8 demonstrate cooperation in the learning environment.
8 demonstrate willingness to follow school rules.
8 recognize their responsibility to contribute to a positive school atmosphere.
9 be able to name and locate their counselor as well as other school personnel.
9 be aware of graduation requirements, high school course credit, attendance policy and school rules.
9 be able to identify the differences in school environment between middle and high school.
9 be aware of the procedures to be followed in seeking help from one's counselor.
10 explain the rationale and application of standardized testing.
10 know the requirements for promotion and graduation.
10 demonstrate understanding of their strengths and weaknesses in planning their academic program.
11 be aware of the relevance of standardized test scores in predicting academic success in various areas.
11 be aware of the characteristics of a college environment especially as it differs from high school.
11 be aware of similarities and differences of school environment and the world of work.

SCHOOL SUCCESS SKILLS - LEARN TO LEARN

OBJECTIVE: Students will:

K name one reason for listening.
K identify where they learn.
K recognize tasks learned at school.
K recognize their phone number and address.
K be aware of a sense of belonging to his/her school.
1 review the importance of listening.
1 be aware of focusing on tasks.
1 name two ideas learned from counselor.
1 review and expand upon tasks learned at school.
1 name two things learned at school.
1 be aware of the importance of cooperating in a group.
1 recognize the need to take turns in classroom (first in line).
2 be able to apply one thing learned at school to a home situation.
2 describe what is meant by a sense of belonging.
2 review the need to take turns in classroom.
2 review need for focusing on a task.
3 recognize that learning occurs at all ages.
3 recognize a planning process as compared to a trial and error approach.
4 recognize situations where they have some control over their environment.
4 recognize steps in producing a product or task of interest.
4 describe planning process as compared to trial and error approach.
4 describe how they use their time and identify areas they need to change for school success.
4 identify one area they need to change for school success.
5 be aware of the importance of goals.
5 recognize the responsibility of the learner.
6 list necessary ingredients of a positive learning environment.
6 identify and examine the skills that help young people become capable individuals.
6 record homework assignments on a daily/weekly basis.
6 demonstrate effective listening skills in the classroom environment.
6 demonstrate ability to work cooperatively in a group.
6 identify situations where it is necessary to set a goal.
6 be aware of the process in reaching a goal.
6 identify situations in which they need to ask for help.
7 define locus of control in managing school work.
7 apply critical thinking skills and decision-making skills in specific academic and personal situations.
7 use time management techniques in handling homework responsibilities.
7 identify school sources of stress and be able to list ways of managing stress.
8 have an awareness of short and long term goal setting and attainment planning.
8 demonstrate effective internal control in handling academic responsibilities.
8 illustrate ability to work with a group in making group decisions.
8 demonstrate independence in managing school responsibilities.
9 determine sources of stress in their own lives and apply locus of control concepts.

9 identify healthy and unhealthy ways of coping with stress.
9 apply short and long term goal setting techniques in academic arena.
9 review a variety of organizational, time management and study skills systems and name additional resources to help improve their study skills.
9 identify their personal learning style preference.
9 define learning style preferences and their impact on success.
9 identify causes for test anxiety and list strategies for alleviating this stress.
10 demonstrate internal locus of control in academic motivation and achievement.
10 compare and contrast learning styles and their implications for earning grades.
10 evaluate and modify time management techniques and study skills in response to higher levels of learning.
10 apply techniques for preparing for tests to reduce test anxiety.
11 demonstrate effective listening and communication skills in relation to successful goal attainment.
11 apply test taking strategies for the PSAT, SAT, AT or ACT.
11 demonstrate the relationship between careers and school subjects.

CAREER AWARENESS AND EXPLORATION - LEARN TO EARN

OBJECTIVE: Students will:

K identify the school workers.
1 identify tasks they can do at home.
1 list the community workers and one job they do.
2 be aware of job stereotyping.
2 identify what work is and become aware that all people work.
2 list reasons why its not important what our job is but how well we do it.
3 be able to identify what given job families have in common.
3-4 be aware of how skills are linked to different jobs.
4 identify three of the jobs of a student.
4 describe how their role as student is like that of adult workers.
5 report on how the amount of education needed for different occupation levels varies.
5 list stereotypes that correspond to certain jobs in regards to sex, race.
6 list 3 jobs they think they would be interested in doing when they are an adult.
5-6 describe skills related to specific occupations.
5-6 demonstrate an awareness of one or more career clusters.
7-8 be aware of available secondary school opportunities.
7-8 have an awareness of job classifications.
7-8 investigate the implications of sex role stereo-typing in career planning.
9 review the career information resources used in grades 7-8.
9 be aware of the enhanced career resources available at the high school.
10 compare 3 to 5 career areas that will meet their needs.
10 research careers of interest using available resources.
10 identify career materials and equipment available in the counseling department.
10 identify education information sources available in the counseling office.
11-12 list education options available to high school graduates.

CAREER PLANNING - LEARN TO EARN

OBJECTIVE: Students will:

K define "work" and recognize that all people work.
1 recognize the importance of planning.
2 list various choices in given situations.
2 list three reasons why someone chooses a job.
2 identify three factors important in occupational choices.
2 identify school and community resources for career information.
3 list steps in a decision-making model.
4 describe the steps in a decision-making model.
4 recognize how beliefs and attitudes affect decisions.
4 be aware of how decisions affect self and others.
5 describe how career development is a continuous process with a series of choices.

5 identify possible outcomes of decisions.
5 indicate reasons why stereotypes are attached to jobs or skills.
5 define stereotype as it applies to occupations.
6 describe skills needed in a variety of occupations.
6 classify individual interests and abilities as they relate to career goals.
6 state five goals they would like to achieve within five years.
6 discuss how gaining more information increases decision alternatives.
6 analyze the effectiveness of decisions they have made.
7 describe personal attitudes and beliefs.
7 explore educational and work alternatives in relationship to interests and values.
7 identify two ways decisions about education and work relate to other major life decisions.
7 describe stereotypes and discrimination behaviors that limit opportunities in certain occupations.
8 explain how perspectives and expectations of others affect academic and career choices.
8 brainstorm examples of stereotyping regarding role and gender in occupations.
8 describe the advantages or disadvantages of various life role options influencing career planning.
8 demonstrate knowledge of academic and vocational programs offered in the high school level that apply to their tentative career plans.
8 demonstrate the relationship between careers and school subjects.
9 recognize the usefulness of standardized testing in personal planning.
9 explore course opportunities and requirements of the high school program.
9 discover the resources available in the Career Resource Center and the means to use them.
9 list four employment seeking skills and procedures.
9 demonstrate ways that occupational skills are acquired through leisure or school activities.
10 investigate an individual career based on results of interest survey.
10 complete a career interest survey.
10 become knowledgeable about the use of career materials and equipment.
10 identify abilities, interests and values as they relate to career planning.
10 describe personal strengths and weaknesses in relationship to post-secondary education and training requirements.
10 compare attitudes and behaviors that contribute to gender bias and stereo-typing of career patterns of men and women.
11 assess strengths based on high school performance.
11 forecast educational and work alternatives in relationship to their interests and abilities.
11 recall what is necessary to complete graduation requirements.
11 develop a personal career plan for the future, considering interests, aptitudes and abilities.
11 discuss the implications of sex stereo-typing in career planning.
12 use developed decision-making skills to make long and short-range future plans.
12 practice learned decision-making skills in post-graduate planning.
12 identify and complete required steps toward transition from high school to post-secondary education, training or work.

CAREER PREPARATION - LEARN TO EARN

OBJECTIVE: Students will:

8 demonstrate the relationship between careers and school subjects.
9 review relationship of subject selection to career preparation.
9 enroll in subjects that match career aspirations.
9 list reasons for having and meeting deadlines.
10 become aware of types of applications, e.g. employment, educational, scholarship.
10 identify steps in the application process.
10 compare the application process for employment with process for higher education.
10 respond to application blanks in an appropriate manner.
10 identify factors of importance in interviews.
10 demonstrate proper and improper interviewing behaviors.
10 list proper behaviors in job and educational interviews.
10 make specific course selections to match post high school aspirations.
11 brainstorm areas of information to be included on an employment application.
11 create an application for student employment in schools.
11 complete an application for employment.
11 create a set of possible interview questions.
11 role play different types of interviews using proper behaviors.
11 demonstrate an awareness of the need for deadlines.

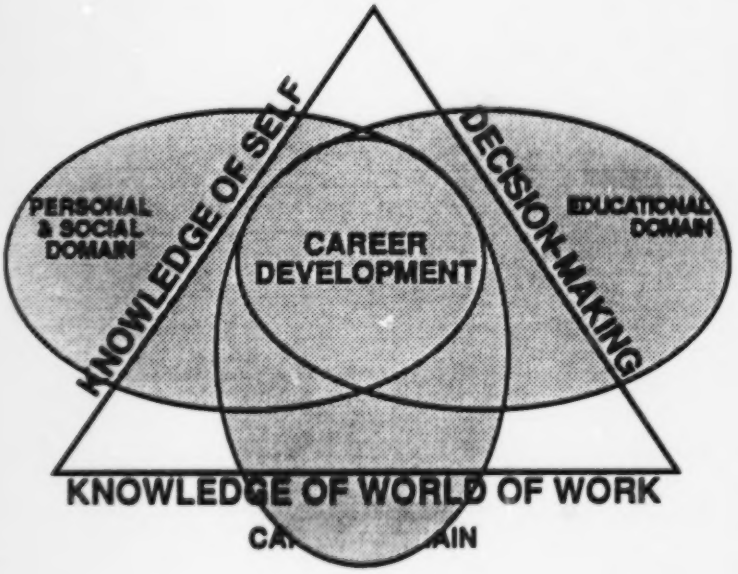
11 recognize the importance and role of a resume in the application process.
11 complete a personal data inventory or checklist and use it to form a resume.
11 be aware of two types of resumes.
11 make specific course selections to match post high school aspirations.
12 accept responsibility for meeting deadlines.
12 take the appropriate "next step" toward post secondary career preparation.

A COMPARISON OF THE CONNECTICUT SCHOOL COUNSELOR ASSOCIATION AND NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE MODELS

The formats used by the Connecticut School Counselor Association (CSCA) and the National Occupational Information Coordinating Committee (NOICC) are similar in many ways, however there are some basic differences. The CSCA model defines its scope and purpose within three broad domains:

Personal/Social - Learn to Live
Educational - Learn to Learn
Career - Learn to Earn

The NOICC guidelines define scope and purpose within the career domain. The career education logo developed in the late seventies serves to illustrate the similarities between the CSCA and NOICC formats. It is a triangle representing knowledge of self, the world of work, and decision-making. The figure below illustrates the relationship of the career education conceptual model and the domains of developmental guidance.



It is clear that some congruence exists between two of the three domains, and some argument could be made for the placement of decision-making in the educational as well as in the personal/social domains of the developmental guidance model. The similarities between the two models far outdistance the differences.

The current model of NOICC's comprehensive program is very similar to the developmental guidance model. The committee revising the CACD/CSCA K-12 Developmental Guidance and Counseling Program Guide chose to use the three domains as a basis for developing goals and organizing the strands of instruction. These goals and "strands" are similar in purpose to the NOICC "competencies."

Each "strand" or "competency" was developed by creating "learner outcome" statements that are developmentally appropriate, sequentially arranged and consistent with the taxonomies of Bloom, Krathwohl and Maisa (1964). The "learner outcomes" identified in the CSCA model are similar to the "indicators" in the NOICC model and are cross-referenced back to the NOICC competencies.

The following chart illustrates the relationship between the common domains, the CSCA strands, and the NOICC competencies. This relationship is for global understanding only and should not be understood as a perfect match.

Domain	Strand (CSCA)	Competency (NOICC)
LEARN TO LIVE	Awareness of Self/Others	I. Self concept III. Impact of Growth and Development
	Interpersonal Relations/Socialization	IX. Decision Making II. Interaction
	Sense of Community	II. Interaction V. Positive Attitudes Toward Work and Learning VIII. Society Needs & Nature of Work
LEARN TO LEARN	School Environment	X. Life Roles
	School Success	IX. Decisions IV. Relationship of Education & Career Planning V. Understanding the Relationship Between Work and Learning
LEARN TO WORK	Career Awareness & Exploration	XI. Male/Female X. Life Roles VI. Skills to Locate & Use Career Information VIII. Society Needs & Nature of Work
	Career Planning	IX. Decision Making XII. Career Planning IV. Relationship of Education & Career Planning
	Career Preparation	V. Positive Attitude Toward Work & Learning VII. Skills to Prepare to Seek and hold Jobs

This curriculum model attempts to provide more ideas for Connecticut counselors. The inclusion of the NOICC guidelines provides more avenues for counselors to enhance a developmental guidance program.

A complete set of the NOICC competencies may be found in Appendix C, with a cross-reference from the National Career Development Guidelines to the strands and objectives by grade in the CSCA model.

AWARENESS OF SELF AND OTHERS - LEARN TO LIVE - GRADE 9

OBJECTIVE:

9 Students will recognize the impact of change and transition on oneself.

SUGGESTED ACTIVITIES:

- Use activities from Chapter 9 "Recovering from Disappointments" in Belonging, by Devencengi and Pendergast, 1990.
- Use activities from Unit V "Stress Management" from South Windsor's Developmental Guidance Curriculum (see next page).

UNIT V - STRESS MANAGEMENT

INTRODUCTION

Stress is unavoidable in today's society. While stress is neither good or bad, the ways in which people handle their stress may be harmful to them. Adolescents often underestimate the level of stress in their lives. They need to be able to recognize the causes of stress and to learn techniques for managing it in healthy ways.

GOAL

Students will identify effective methods of coping with stress.

OBJECTIVES

1. Students will define stress and list positive and negative effects.
2. Students will create a list of stressful events.
3. Students will identify healthy and unhealthy ways of coping with stress.

MATERIALS

Stress Tests
Coping Strategies List

PROCEDURES

1. Following a discussion of stress, brainstorm a list of stressful events.
2. Have students take stress inventory (emphasize that this is not to make them anxious) and discuss reactions to results.
3. Brainstorm and create a chart of healthy and unhealthy ways to cope with stress. Have someone copy this so it can be reproduced and distributed to the group. (This can be compared to SAM Coping Strategies List).

SUGGESTED FOLLOW UP ACTIVITIES

The classroom teacher and the counselor may collaborate to develop follow up activities such as script writing-production, essay writing, interview writing and slogan writing and ad campaign activities which are relevant to the issues discussed during this unit.

LIFE EVENTS STRESS SCALE FOR YOUTHS

LIFE EVENT	VALUE
Death of a parent	100
Parent's new relationship (new siblings involved)	90
Divorce of parents	73
Parent's new relationship	70
Separation of parents	65
Parents jail term	63
Death of a close family member (i.e. grandparent)	63
Personal injury or illness	53
Parent's remarriage	50
Suspension or expulsion from school	47
Summer vacation	45
Parent or sibling illness	44
Parent's reconciliation	43
Mother's pregnancy	40
Anxiety over sex	39
Birth of a new baby (or adoption)	39
New school or new classroom or new teacher	39
Money problems at home	38
Death (or moving away) of a close friend	37
Death of a valued pet	37
Change in school work	36
More quarrels with parents (or parents quarreling more)	35
Change in school responsibilities	29
Sibling going away to school	29
Family arguments with grandparents	29
Winning school or community awards	28
Mother going to work or stopping work	26
School beginning or ending	26

Family's living standard changing	25
Change in personal habits (bedtime, homework)	24
Trouble with parents-lack of communication, hostility	23
Change in school hours, schedule of courses	23
Family's moving	20
A new school - high school	20
New sport, hobbies, family recreation activities	20
Change in church activities - more involvement or less	19
Change in social activities - new friends, loss of old ones, peer pressures, teasing	18
Change in sleeping habits (giving up naps)	16
Change in number of family get-togethers	15
Change in eating habits - going on or off find new way of family cooking	15
Vacation, other than summer	13
Christmas	12
Breaking home, school or community rules	11
TOTAL	_____

Mark the items that happened in the last 12 months and add up the points.

The higher the total number of points, the more vulnerable you may be to stress related problems.

Remember this is only a paper and pencil activity. If your score indicates that you are vulnerable to stress related problems, don't panic! The point is to recognize the sources of stress in life and to know personal and community resources available to help you cope with stress. Please discuss results with your counselor.

SOME WAYS TO MANAGE STRESS

Here are some good ways to relieve stress:

1. Practice relaxation - this could be a relaxation exercise, yoga meditation or breathing exercises.
2. Exercise - any kind will help. Jogging, walking, swimming, sports, bike riding or even just doing some hard physical labor.
3. Eat right - eat a balanced diet. Not too much junk food. If you give your body the right fuel, it can handle stress better.
4. Use your time well - organize things so you leave yourself enough time to get things done, such as homework and chores. Don't put things off until they pike up and you are really under pressure. Allow yourself some fun time, too.
5. Use assertive skills - try to express yourself to others clearly, without violating their rights. Think about decisions for yourself so you aren't pressured by friends.

AWARENESS OF SELF AND OTHERS - LEARN TO LIVE - GRADE 10

OBJECTIVE:

10 Students will prioritize stressful situations.
10 Students will be able to apply ways to resolve stress.
10 Students will be aware of the limits of their abilities to help others as peers.
10 Students will be aware of referral options for themselves and others in need.

SUGGESTED ACTIVITIES:

- Introduce yourselves in classrooms and explain what role(s) you have in school. Counselor, social worker, etc.
- Define stress and distress.
- Brainstorming of examples of stress (blackboard).
- Causes of stress - use handouts.
  Case studies - resolve through discussion:
  a. My parents are on my back because I got a whole pack of interims. I'm grounded for life. What can I do?
  b. This person is saying things about me. My friends are telling me what's being said. They're trying to help me. How do I handle this?
  c. No matter what I do I can't get along with Mr. Harvey, my English Teacher. He deliberately gives me grief. I know I'm going to fail. What can I do?
  d. My friend is having a real rough time at home. Her parents are sick. She's talking about doing something. How can I help?
- Case Studies (continue if class is non-communicative - use magazine examples.
- How to deal with stress - hand-out.
- There are places to turn for help - share list of your local community resources.
- Conduct role plays of typical problem situations students face. Have other students identify feelings and play out alternate endings to the situations.
- Have students go through a recorded relaxation session. Discuss feelings before and after.
- Play record "It's Alright to Cry" from Free To Be You and Me. M. Thomas (1974) McGraw Hill Book Company, NY. Discuss what allows and inhibits us from expressing feelings.

AWARENESS OF SELF AND OTHERS - LEARN TO LIVE - GRADE 11

OBJECTIVE:

11 Students will summarize the physical and intellectual factors that influence self concept.

SUGGESTED ACTIVITIES:

- Activities from Chapter 4 "Exploring Self", pp 35-54, Belonging (Belonging, 2960 Hawk Hill Lane, San Luis Obispo, CA 93401, 1990).
- Use activities from "Self Awareness" from South Windsor's Developmental Guidance Curriculum" (see next page)
- I Never Knew I Had a Choice by Gerald Corey (Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93950, 1990). Instructors manual available.

UNIT II - SELF-AWARENESS

INTRODUCTION

Students today are confronted with an increasing number of complex choices. Before students can develop plan fullness, they must have a clear sense of self. Understanding how the self interacts with the environment is the basis of realistic goal setting, thus increasing opportunities for success and increasing self esteem.

GOAL

Students will develop an increased sense of self as a basis for effective decision-making.

OBJECTIVES

1. Students will identify components of the self:

   A. Interests
   B. Values
   C. Aptitudes/Skills
   D. Self Esteem

2. Students will define and give examples of each component.

3. Students will discuss how components develop and interact in order to make up the self.

4. Students will discuss environmental factors that affect self.

5. Students will identify behaviors that will lead to increased personal effectiveness.

MATERIALS

Personal profile other self awareness activities as appropriate.

PROCEDURES

1. Introduce concept of self environment interaction and the importance of understanding the self before being able to cope with the environment and make informed decisions.

2. Students will brainstorm a list of components of the "self", definitions, and examples. (Additional activities such as values whips, personal coat of arms or "favorites" list can be used as appropriate).

   A. Interests/activities you enjoy doing.

   B. Values/beliefs and feelings that are important to you (stress that values are not things, but what things represent, i.e., a car - independence, status, freedom).

C. Aptitudes/talents, things that you learn easily - skills/learned behaviors that you can perform independently.

D. Personality - how others see you based on your behavior.

E. Self esteem - how you see yourself, how you feel about yourself and your capabilities.

3. Brainstorm a list of environmental factors that influence the self and ways to responsibly cope with these factors.

4. Students will develop a personal profile applying the information from this unit to themselves (may be assigned as homework).

EXAMPLE:

Sam is a senior in high school. She is trying to decide on what to do after graduation. Sam has earned mostly B's in her 3 level academic classes, but really enjoys her art, graphics and drafting classes in which she has an A average. Sam is the oldest of eight children and is anxious to live on her own. She is looking for a career that will allow her to earn enough to live independently and to buy the nice things she hasn't been able to afford. Sam loves sports cars and has always been involved in active sports. She loves being outdoors, including rock climbing and repelling. Being the oldest, Sam has developed good leadership and organizational skills. Sam would like to continue her education, but is not sure whether to go on to a vocational school or to college. Given her profile, what careers and/or majors might she explore.

PERSONAL PROFILE OF:

_____

Five of my interests are:

_____

_____

_____

_____

_____

My top three values are:

_____

_____

_____

_____

_____

Three aptitudes or skills I have are:

_____

_____

_____

How do you think others see you? People my own age think I act _____,

_____, and _____.

Adults think I act _____,

_____, and _____.

PERSONAL EFFECTIVENESS:

How do you see yourself? Fill in the graphs below:

	At Home	With Peers	At School	At Work
Perfect 10				
Average 5				
Below Average				

What goals do you have:

This month _____.

This year _____.

By the time you are 21 _____

_____

List three things you are doing that will help you to succeed

_____

_____

_____

What two things could you do differently that would improve your chances for success?

_____

_____

Who can you ask to help you? _____

_____

AWARENESS OF SELF AND OTHERS - LEARN TO LIVE - GRADE 12

OBJECTIVE:

12 Students will relate a positive self concept to successful living and self reliance.

SUGGESTED ACTIVITIES:

- Use awareness activity "Developing Affirmation Statements" (p. 50) from Belonging by Devencengi & Pendergast, (Belonging, 2960 Hawk Hill Lane, San Luis Obispo, CA 93401.)
- Other related activities also from Belonging can be found in Chapter 6 "Cooperating With Others" Chapter 7 "Asserting Yourself", and Chapter 10 "Solving Problems".
- Activities from Chapter 3 "Strategies for Giving Meaning to Life" from Developing Values with Exceptional Children, Simon & O'Rourke (Prentice-Hall, 1977).
- For reference on teaching methods or style related to the enhancement of positive self esteem in students: Self Esteem: The Bottom Line in School Success, by Dr. Hanoch McCarty, (Galt , CA 1990), Hanoch McCarty & Associates, Inc.

OBJECTIVE:

9 Students will recognize the impact of individual similarities and differences on interpersonal relationships.

SUGGESTED ACTIVITIES:

- Use the activity "Changing Friendship Behaviors" in Skills for Living (Morganett, 1990) p. 39. Emphasize that our behaviors shape the perceptions of others about ourselves more than how we dress or what we say.

OBJECTIVE:

9 Students will be aware of the impact of cooperative effort.

SUGGESTED ACTIVITIES:

- Activities from the section on cooperation in From Peer Pressure to Peer Support (Freeman, 1989) pp. 269-280 develop skills for students to trust their own judgment, to seek advice, and to see that cooperation doesn't mean loss of identity.

OBJECTIVE:

9 Students will recognize their responsibilities as a high school student.

SUGGESTED ACTIVITIES:

- Worksheets on time analysis and goal setting in Skills for Living (Morganett, 1990) pp 155-162 help students to breakdown responsibilities into related parts to help the students see a need to balance school demands with their other responsibilities and interests.

INTERPERSONAL RELATIONS/SOCIALIZATION - LEARN TO LIVE - GRADE 10

OBJECTIVE:

10 Students will summarize techniques of conflict resolution.
10 Students will develop techniques for conflict resolution with others.

SUGGESTED ACTIVITIES:

* Discuss styles of conflict resolution as noted in From Peer Pressure to Peer Support (Freeman, 1990) p. 245, and follow with the accompanying activity. The entire section in this book on conflict resolution provides an excellent analysis and possible student techniques to improve interpersonal relations.

OBJECTIVE:

10 Students will practice personal responsibility for the consequences of decision-making.
10 Students will choose good techniques of responsible decision-making and goal setting.
10 Students will apply learned problem solving techniques to current areas of concern.

SUGGESTED ACTIVITIES:

* Use the activities of "Approval and Consequences" and "Stand Up for Yourself" in Thinking, Feeling, Believing (Vernon, 1989) pp 79-84 to discuss how beliefs and goals should help students make the critical choices in the serious situations they face during high school.

COMMUNITY - LEARN TO LIVE - GRADE 9

OBJECTIVE:

9 Students will identify contributions made to our society by members of various cultural and ethnic groups.

9 Students will gain an awareness of their own cultural traditions and customs centered around the celebration of their New Year.

SUGGESTED ACTIVITIES:

- Have students gather into small groups and share with each other their traditions centered around their New Year celebrations.
- Have each group record what they shared.
- Have each group report (Recorder) what they learned in their own groups about a different cultural tradition.
- Have each group develop a presentation activity (display) of the different cultural traditions.
- Pair up students. Share each others cultural background/and customs.
- Have each student explain their own particular cultural traditions/customs to the class.

COMMUNITY - LEARN TO LIVE - GRADE 10

OBJECTIVE:

10 Students will demonstrate responsible social skills and contribute to the school and local community in a positive manner.

10 Students will analyze why living in a society creates a need for interdependence and cooperation.

SUGGESTED ACTIVITIES:

- On composition paper, have students list one responsible behavior in the school community and one in the local community that they have tried to maintain. Ask the students to write an essay on how those behaviors contribute positively to the school and local community and have them imagine what would happen if no one practiced those behaviors.

OBJECTIVE:

10 Students will understand that <u>all</u> Americans have some cultural traditions and a cultural heritage.

SUGGESTED ACTIVITIES:

- Have each person draw a Coat of Arms on paper.
- Have each person share his/her Coat of Arms with the class - no more than 3 minutes each.
  a. Cultural Heritage (i.e.Italian/German)
  b. Geno-gram (a family tree of approximately 3-4 generations)
  c. Family traditions related to heritage.
  d. Favorite food related to heritage.
  e. 4 Words that describe your family.
  f. Favorite family memory, or event, or activity

OBJECTIVE:

10 Students will be able to accept differences as necessary and desirable rather than negative.

SUGGESTED ACTIVITIES:

- List on the board all the jobs related to the construction of a high rise apartment complex.
  Architect
  Superintendent
  Foreman
  Security Guard
  Excavators
  Machine Operators
  Oilers
  Laborers
  Clerk of the Works
  Building Inspector
  Carpenters
  Electricians
  Steam Fitters
  Plumbers
  Steel Workers
  Welders
  Time Keeper
  Masons
  Truck Drivers
  Coffee Wagon
- Using cards with the job names on them have students select a job that they would like. Students can explain why they choose that particular job. Open discussion regarding sexual bias in selecting their job. Size bias can also be discussed. (Height, weight and strength.)
- Multi-cultural opportunities in each job. Have students pair up jobs and nationalities and discuss the pairing chosen.

Sheet Rock	French
Masons	Italian
Aerial Welders	Mohawk Indian

  The example of the Mohawk Indians can be used. These Indians show particular attributes such as their ability to work at great heights without fear of falling.
- Discuss how and why certain cultures and nationalities are associated with different types of jobs.

COMMUNITY - LEARN TO LIVE - GRADE 11

OBJECTIVE:

11 Students will analyze the influence of sex role stereotyping on attitudes and behaviors.
11 Students will be aware of their various roles within the family and school community.
11 Students will identify their own sociocultural roles.

SUGGESTED ACTIVITIES:

- Have students complete a questionnaire (see Counseling and Development in a Multicultural Society, 1985, John A. Axelson's.) circling items that best describe themselves.
- Have students share what they learned, through completing the questionnaire, about their sociocultural identity.

COMMUNITY - LEARN TO LIVE - GRADE 12

OBJECTIVE:

12 Students will develop an understanding that all people have cultural diverse customs, and cultures.

SUGGESTED ACTIVITIES:

- Have each student list their culturally diverse customs.
- Have each student draw a picture of themselves as part of their culture.

SCHOOL ENVIRONMENT - LEARN TO LEARN - GRADE 9

OBJECTIVE:

- 9 Students will be able to name and locate his/her counselor as well as other school personnel..
- 9 Students will be aware of graduation requirements, high school course credit, attendance policy and school rules.
- 9 Students will be able to identify the differences in school environment between middle anc high school.
- 9 Students will be aware of the procedures to be followed in seeking help from one's counselor.

SUGGESTED ACTIVITIES:

- Counselor leads a classroom discussion covering school policies, services, requirements, opportunities using student handbook as a guide.
- Counselors co-host light breakfast (juice and doughnuts) for 9th grade class. Introduce key school personnel, including main office and support staff as well as administrators. A student panel presents opportunities available and answers questions from 9th graders.

SCHOOL ENVIRONMENT - LEARN TO LEARN - GRADE 10

OBJECTIVE:

10 Students will explain the rationale and application of standardized testing.

SUGGESTED ACTIVITIES:

- Counselor distributes DAT test results within classroom, explaining the significance of national and local percentiles and noting the importance of tested areas that do or do not overlap percentile ranges.

OBJECTIVE:

10 Students will know the requirements for promotion and graduation.
10 Students will demonstrate understanding of his/her strengths and weaknesses in planning their academic program.

SUGGESTED ACTIVITIES:

- Counselor conducts an assembly for 10th grade students to review promotion and graduation requirements and to distribute materials necessary for course selection and registration.
- Counselors meet with individual students to review course selections for 11th grade, considering 9th and 10th grade progress, individual goals, test results, teacher recommendations.

SCHOOL ENVIRONMENT - LEARN TO LEARN - GRADE 11

OBJECTIVE:

11 Students will be aware of the relevance of standardized test scores in predicting academic success in various areas.

SUGGESTED ACTIVITIES:

- Conduct small group or classroom presentation on PSAT results, noting "prediction" of SAT scores. Discuss testing in relation to college admission process. Include explanation of course levels, class rank as predictors of college success.

OBJECTIVE:

11 Students will be aware of the characteristics of a college environment especially as it differs from high school.

SUGGESTED ACTIVITIES:

- Use a sample of a "typical" college student schedule to explain differences between high school and college. (For example, 1 or 2 classes per day vs being in school for 6 hours.)
- Using college catalogues, discuss college requirements and course selection, noting concept of "general education" requirements and choices within areas as well as "major" and "minor" requirements.

OBJECTIVE:

11 Students will be aware of similarities and differences of school environment and the world of work.

SUGGESTED ACTIVITIES:

- Request from any large companies (In CT - Aetna, Pratt & Whitney, Pitney Bowes, Electric Boat) their brochures on employee responsibilities, and compare salient points with your student handbook.

SCHOOL SUCCESS SKILLS - LEARN TO LEARN - GRADE 9

OBJECTIVE:

9 Students will determine sources of stress in their own lives and apply locus of control concepts.
9 Students will identify healthy and unhealthy ways of coping with stress.
9 Students will identify causes for test anxiety and list strategies for alleviating this stress.

SUGGESTED ACTIVITIES:

- Students complete "Signs of Stress Worksheet," Thinking, Feeling, Behaving, pg. 138 (Vernon, 1989). Brainstorm sources of stress. Discuss case studies or student examples illustrating stressful situations.
- Students complete "Stress Management Worksheet," Thinking, Feeling, Behaving, pg. 144 (Vernon, 1989). Discuss positive and negative ways of dealing with stress.

OBJECTIVE:

9 Students will apply short and long term goal setting techniques in academic arena.
9 Students will develop time management and study skills based on self awareness.
9 Students will learn sources available to improve their study skills.

SUGGESTED ACTIVITIES:

- Explain the differences among final grades quarter grades and mid-quarter progress reports. Have students discuss which grade reports would best be used as reasonable goals of daily work.
- Recall for students the time logs used to analyze study patterns in grade 8. Have students note their preferences for study times and methods and why these matter to them.
- Counselors will survey school staff on resources at the high school level for study assistance, and summarize these resources for the students.

OBJECTIVE:

9 Students will define learning style preferences and their impact on success.
9 Students will identify their personal learning style preference.

SUGGESTED ACTIVITIES:

- Review learning styles (visual, auditory, kinesthetic) and their implications. Have students rate their learning channels according to these three styles to find which seems to dominate for them. A reference source for these exercises is Building Skills for Tomorrow: An Activities Supplement, Oklahoma SDE, 1990, pp. 133-136.

SCHOOL SUCCESS SKILLS - LEARN TO LEARN - GRADE 10

OBJECTIVE:

10 Students will evaluate and modify time management techniques and study skills in response to higher levels of learning.

SUGGESTED ACTIVITIES:

- Have students evaluate their levels of school success in the areas of classroom performance, studying and test taking. The exercises related to these areas in Skills for Living (Morganett, 1990, pp. 163-172) provide a breakdown of the skills required for each area and methods of improvement for groups of students to use.

SCHOOL SUCCESS SKILLS - LEARN TO LEARN - GRADE 11

OBJECTIVE:

11 Students will demonstrate effective listening and communication skills in relation to successful goal attainment.

SUGGESTED ACTIVITIES:

- Have the students assess themselves on the steps to effective listening, note-taking and communication contained in How to Study (Channing-Bete, 1982). Brainstorm ways of improving skill techniques.

OBJECTIVE:

11 Students will apply test taking strategies for the PSAT, SAT, AT or ACT.

SUGGESTED ACTIVITIES:

- Prior to testing times for standardized tests, distribute and review the accompanying guides for each test, noting the variations in format, timing and scoring. Distinguish these tests from earlier achievement testing in prior grades. Explain the implications of test results for college acceptance and placement.

OBJECTIVE:

11 Students will relate the impact of short term decisions on long term goal attainment.
11 Students will demonstrate the ability to clarify short term goals.

SUGGESTED ACTIVITIES:

- Distribute copies of listings of college course majors to use as a bridge for students to make connections between careers and school subjects. Have students first determine what school subjects would be helpful to study in order to major in a particular area of college education. Do this for four or five majors. Then have the students make connections on a worksheet between those majors and careers. Review to show how high school subjects have a direct connection with knowledge and skills needed in career areas.

CAREER AWARENESS AND EXPLORATION - LEARN TO EARN - GRADE 9

OBJECTIVE:

9 Students will review the career information resources used in grades 7-8.
9 Students will be aware of the enhanced career resources available at the high school.

SUGGESTED ACTIVITIES:

- Students tour career information resource area at the high school, noting familiar
- Counselor prepares and distributes booklet for students describing resources available, including career fairs, shadowing experiences and guest speakers related to career education.

CAREER AWARENESS AND EXPLORATION - LEARN TO EARN - GRADE 10

OBJECTIVE

10 Students will compare 3 to 5 career areas that will meet their needs.

SUGGESTED ACTIVITIES:

- Review the results of recent career interest/values/abilities test.
- Demonstrate use of a range of resources that will aid in research about careers.
- Teach skills to locate, interpret, or use information.
- Demonstrate how to use the GIS computer program and other computer programs to aid ir the career search.
- Assist students in choosing 3 careers to research.
- Identify areas to study in comparing careers.

MATERIALS:

Career interest/values/abilities test
Computer software
Career Kit files
Career Books
Career Magazines

OBJECTIVE

10 Students will compare 3 to 5 career areas that will meet their needs.

SUGGESTED ACTIVITIES:

- Review the results of recent career interest/values/abilities test.
- Demonstrate use of a range of resources that will aid in research about careers.
- Teach skills to locate, interpret, or use information.
- Demonstrate how to use the GIS computer program and other computer programs to aid in the career search.
- Assist students in choosing 3 careers to research.
- Identify areas to study in comparing careers.

MATERIALS:

Career interest/values/abilities test
Computer software
Career Kit Files
Career Books
Career Magazines

OBJECTIVE:

10 Students will research careers of interest using available resources.
10 Students can identify career materials and equipment available in the counseling department.

SUGGESTED ACTIVITIES:

- Counselor will provide orientation to career center. Counselor will demonstrate use of equipment materials. Students will practice researching a career by completing two career planner report forms, one during a group visit and one completed during an individual visit.
- Subject area teachers will assign research on careers related to a particular subject area.
- Student will research a career and verify information through interviewing or shadowing individual currently pursuing the career.
- Students will compare and contrast four different careers as noted in the Occupational Outlook Handbook.

OBJECTIVE:

10 Students can identify education information sources available in the counseling office.

SUGGESTED ACTIVITIES:

- Counselor will acquaint groups of students with sources of information for post-secondary educational planning in the career center: GIS, College Handbooks, catalogs, audio-visuals and evaluative books on colleges.
- Students will do college searches individually working with parents and counselor.

CAREER AWARENESS AND EXPLORATION - LEARN TO EARN - GRADES 11-12

OBJECTIVE:

11-12 Students will list education options available to high school graduates.

SUGGESTED ACTIVITIES:

- Brainstorm different types of available post-secondary education.
- Brainstorm criteria for selecting type of post-secondary education.
- Distribute chart illustrating type of available post-secondary education.
- Introduce guides available that describe the education options.

Materials:

Guide to colleges
Video materials on colleges.
Computer College Search program.

CAREER PLANNING - LEARN TO EARN - GRADE 9

OBJECTIVE:

9 Students will recognize the role of standardized testing in personal planning.

SUGGESTED ACTIVITIES:

- Show students a sample student cumulative file with the standardized test scores accumulated to date. Invite or schedule ninth graders to view their own files to better understand how test scores help students and school staff plan individual academic programs. Outline for students the career assessments, ability and achievement testing scheduled over the next four years and describe the purpose of each.

OBJECTIVE:

9 Students will explore course opportunities and requirements of the high school program.
9 Students will demonstrate ways that occupational skills are acquired through leisure or school activities.

SUGGESTED ACTIVITIES:

- Prepare brief welcome back to students introducing guidance staff and reviewing services. Review school procedures and activities. Review course selections and credits required for graduation. Have students tentatively commit to joining one activity of interest to explore.

Materials:

1. Guidance brochures
2. Activities program with calendar of events.

OBJECTIVE:

9 Students will discover the resources available in the Career Resource Center and the means to use them.

SUGGESTED ACTIVITIES:

- Arrange group tours of Career Resource Center to introduce the resources available, or have an individual sign-in sheet if an on-duty staff member is regularly available for drop-ins. Student visits to the Center could be tied to class research assignments in English or social studies classes.

OBJECTIVE:

9 Students will list four employment seeking skills and procedures.

SUGGESTED ACTIVITIES:

- Discuss with students the growing opportunities for students to be employed as they progress through high school. Invite students to share jobs they have had so far or ones they may want in the near future. Point out the skills and procedures that wok or don't work in terms of getting a job. Have the students complete a work sheet listing a job they would like to apply for in the next year. Have them describe how they would look for that job, how they would apply, and how they would convince an employer to hire them.

CAREER PLANNING - LEARN TO EARN - GRADE 10

OBJECTIVE:

10 Students will complete a career interest survey.
10 Students will investigate an individual career.
10 Students will become knowledgeable about the use of career materials and equipment.
10 Students will identify abilities, interests and values as they relate to career planning.

SUGGESTED ACTIVITIES:

- Following counselor distribution and discussion of individual Differential Aptitude Test with Career Option results, students will choose one career, research it, interview someone in that career or one closely related to it, and then write a report for an English assignment and grade.
- Students meet individually or in small groups with the counselor to learn use of the Career Decision Making portion of the Guidance Information System program. Students will complete the CDM interest inventory and print a copy of occupational choices resulting from the inventory.

OBJECTIVE:

10 Students will describe personal strengths and weaknesses in relationship to post-secondary education and training requirements.
10 Students will compare attitudes and behaviors that contribute to gender bias and stereotyping of career patterns of men and women.

SUGGESTED ACTIVITIES:

- Students take a work aptitudes survey (counselor-generated) that asks students to rate themselves as not good, good or very good at skills such as verbal, numerical, spatial, clerical, coordination dexterity, coordination and color discrimination. Then ask the students to consider different jobs to determine the relative importance of the skills just rated. Finally, have each student consider an occupation they might like, and then have them compare their skill ratings with the skills necessary for that particular job.
- Use the skills rating sheet just completed to have students discuss whether it matters that a man or a woman possesses the skills necessary for particular career areas, e.g., clerical for men or motor coordination for women. Did the students' own stereotypes lead them to not consider certain occupations for which they have the skills.

CAREER PLANNING - LEARN TO EARN - GRADE 11

OBJECTIVE:

11 Students will assess strengths based on high school performance.
11 Students will evaluate personal career plans considering interests, aptitudes and abilities.
11 Students will discuss the implications of sex stereo-typing in career planning.
11 Students will forecast educational and work alternatives related to their interests and abilities.
11 Students will recall what is necessary to complete graduation requirements.
11 Students will develop a personal career plan for the future.

SUGGESTED ACTIVITIES:

- Review student transcript with students in classrooms using a generic nameless set of mock transcripts.
- Using the classroom approach, brainstorm alternatives for post high school plans in response to various transcripts.
- Discuss gender bias in relationship to the brainstorming. Example: Why not carpentry for a female transcript?
- Discuss validity of brainstorming options in relation to forecasts for job trends, economy, requirements, etc. Refer to Occupational Outlook Handbook and other job outlook data sources.
- Using three types of transcripts, have students identify one closest to theirs and develop a plan for the future. Include plans for Grade 12 and one year out of school.
- Conduct individual planning sessions with transcripts to date. Review graduation requirements.

CAREER PLANNING - LEARN TO EARN - GRADE 12

OBJECTIVE:

12 Students will use decision-making skills to make long and short-range future plans.
12 Students will apply decision-making skills in post-graduate planning.
12 Students will identify and complete required steps toward transition from high school to post secondary education, training or work.

SUGGESTED ACTIVITIES:

- Review the basic steps in good decision-making. Survey the students as to how "perfect" are the college or occupational choices they tentatively have made in terms of meeting their needs and desires. Where choices had to be made, e.g., distance from home vs. quality of program, how were decisions made? Were alternatives explored? For students undecided about future choices thus far, help them outline via the decision-making steps the remaining parts of the process toward future action.
- Students will check their post-graduation plans against the transition steps necessary to complete high school and start the next stage of their lives. They will identify what must be done next in the senior year and begin that step toward their future plans.

CAREER PREPARATION - LEARN TO EARN - GRADE 9

OBJECTIVE:

9 Students will review relationship of subject selection to career preparation.
9 Students will enroll in subjects that match career aspirations.

SUGGESTED ACTIVITIES:

- Student meets with the counselor and discusses course selection as it relates to career goals and preparation, using Occupational Outlook Handbook (OOH), college guidebooks (Peterson's, Barron's), college catalogues as well as high school course work.
  Departments may wish to prepare course requirements and options that relate to various career interests.

OBJECTIVE:

9 Students will list reasons for having and meeting deadlines.

SUGGESTED ACTIVITIES:

- Discuss situations in which deadlines are important. (Examples: job application deadline, course registration deadline, scholarship application deadline, college application deadline.) Discuss why deadlines are imposed and what purpose they serve. Ask student to create a situation where a deadline is important, and the consequences if it is not met.

CAREER PREPARATION - LEARN TO EARN - GRADE 10

OBJECTIVE:

10 Students will become aware of types of applications, e.g. employment, educational, scholarship.
10 Students will identify steps in the application process.
10 Students will compare the application process for employment with process for higher education.
10 Students will complete an application in an appropriate manner.
10 Students will identify factors of importance in interviews.
10 Students will demonstrate proper and improper interviewing behaviors.
10 Students will list proper behaviors in job and educational interviews.

SUGGESTED ACTIVITIES:

- Distribute examples of various applications (Employment application example available in The Career Planning Workshop, pg. 7 (EDN Corporation, 1978). Discuss similarities and differences. Choose one to complete in class. Collect and review either individually or in another group discussion.
- Brainstorm factors important in an interview. Take turns role-playing employer/employee illustrating proper and improper behavior (have sample situations available, i.e.. chewing gum, fidgeting, poor eye contact, unprepared - no questions, etc.)

OBJECTIVE:

10 Students will make specific course selections to match post high school aspirations.

SUGGESTED ACTIVITIES:

- Student meets with the counselor and discusses course selection as it relates to career goals and preparation, using Occupational Outlook Handbook (OOH), college guidebooks (Peterson's, Barron's), college catalogues as well as high school course work.
  Departments may wish to prepare course requirements and options that relate to various career interests.

CAREER PREPARATION - LEARN TO EARN - GRADE 11

OBJECTIVE:

11 Students will make specific course selections to match post high school aspirations.

SUGGESTED ACTIVITIES:

* Student meets with the counselor and discusses course selection as it relates to career goals and preparation, using Occupational Outlook Handbook (OOH), college guidebooks (Peterson's, Barron's), college catalogues as well as high school course book.

OBJECTIVE:

11 Students will recognize the importance and role of a resume in the application process.
11 Students will be aware of two types of resumes.
11 Students will complete a personal data inventory or checklist and use it to form a resume appropriate for individual plan.

SUGGESTED ACTIVITIES:

* Review "Your Resume" from The Career Planning Workshop, pp 16-17 (EDN, 1978). Create individual resume taking into account factors noted in workbook.

OBJECTIVE:

11 Students will demonstrate an awareness of the need to meet deadlines.

SUGGESTED ACTIVITIES:

* Announce ASVAB, PSAT, SAT deadlines as they approach. Students complete necessary forms prior to deadline.

OBJECTIVE:

11 Students will brainstorm areas of information to be included on an employment application.
11 Students will create an application for student employment in schools.
11 Students will complete an application for employment.
11 Students will create a set of possible interview questions.
11 Students will role play different types of interviews using proper behaviors.

SUGGESTED ACTIVITIES:

- Divide class or group into thirds: one subgroup to create an application for student employment at school (tutor, lab assistant, cafeteria worker); one subgroup to act as applicants for the job; and one subgroup to act as job interviewers. The first group presents their application to the "applicants," who fill out the form and role play the applicant in a job interview, and the group of "job interviewers," who act as the employers in the interview. Use a fishbowl technique to have the students critique the role play.

CAREER PREPARATION - LEARN TO EARN - GRADE 12

OBJECTIVE:

12 Students will accept responsibility for meeting deadlines.

SUGGESTED ACTIVITIES:

- Review the dates for required standardized tests (SAT, ACT, AP), for college application filing, and scholarship applications. Put these dates in writing, with Guidance Office Responsibilities listed, followed by Student Responsibilities. Have this responsibilities form taken home for a parent signature, to go below the student's signature.

OBJECTIVE:

12 Students will take the appropriate "next step" toward post secondary career preparation.

SUGGESTED ACTIVITIES:

- Distribute a "Senior Survey" form in May to all seniors. Among the questions on the survey should be indicators of college and/or occupational decision. Include a level of satisfaction with the "next step" to indicate how well the students prepared for their life after high school.

APPENDIX A

NEEDS ASSESSMENT

The needs assessment instrument is a locally developed survey intended to provide information for evaluation or change of the guidance program. A properly developed instrument allows the community, parents, students and staff to give feedback to program managers or department supervisors as to the degree they need and/or value various components of the total guidance program and services.

The results may be used to establish priority, eliminate or create services as suggested by the needs analysis. They may be used to emphasize different components at different levels.

An additional benefit of the needs analysis or assessment process is one of informing the population we serve regarding the scope of our services. Many are surprised and enlightened by the items appearing on the survey as they did not associate that service with the guidance department.

Some cautions in developing a needs assessment:

1. Include only items that you are willing to deliver.
2. Use statistically acceptable means of sampling.
3. Solicit help if needed to analyze results and make conclusions from the data that are statistically valid.
4. Keep surveys simple to understand and complete to promote a high return rate.
5. Use a five point rating scale to help differentiate opinion. Provide self-addressed stamped envelopes for return.
6. Make sure the needs assessment instrument is designed to give you the types of information needed for change.
7. Pilot the instrument with a small sample to test it for accuracy and comprehension.
8. If the population is small, try to assess everyone. If under 500, try for at least a 20% return.
9. Consider use of computer or scan scoring of data.
10. Make sure all communications are attractive and professional in appearance.

A sample needs assessment is included which may serve as the core of a needs assessment for your district. In addition to the comments and cautions listed above you should take particular care to consider this to be a basic model, without adornment. Specific buildings and/or districts may want, or even need, to include additional items to adequately assess their particular situation.

Be cautious in development so that a needs assessment will not "lock you in" to a specific service delivery option, i.e. - curriculum night program, consultation, etc.

Attempt to phrase items in terms of "student outcomes" or "parent needs" instead of counselor behaviors. Note that the sample divides items using the three domains of the developmental guidance model.

MODEL NEEDS ASSESSMENT/EVALUATION

You are being asked to assist us in planning for the future of counseling and guidance services in (name of town). The results will be used by the task force studying these services in development of priorities for all students. This survey is being distributed at all grade levels, so it is important that you answer every question.

Facts: Use #2 pencil only

1. I am a

   a) teacher b) parent c) student d) administrator

2. I am

   a) male b) female

3. I am

   a) age 12-16 b) age 16-18 c) age 18-45 d) age 45+

4. School level

   a) K-3 b) 4-6 c) 7-8 d) 9-12

Now it's your opinion! (Note: above categories should match those of your program in scope)

Please respond using the following to rate importance or priority:

A - Highest Priority
B - Very Important
C - Necessary
D - Optional
E - Not Needed

I.	**Learning**	**Priority**
	Students should:	
1.	become more aware of educational alternatives after graduation.	A B C D E
2.	learn to make good use of free time.	A B C D E
3.	learn more about high school.	A B C D E
4.	receive help in selecting courses for high school.	A B C D E
5.	know about financial aids for college and job training.	A B C D E
6.	understand standardized test scores.	A B C D E
7.	be aware of services available in the school and community.	A B C D E
8.	know how much education and training will be needed for the occupations of interest.	A B C D E
9.	take responsibility for developing plans that will help reach educational and/or occupational goals.	A B C D E
10.	know where to go for help at school.	A B C D E
11.	know how to study better.	A B C D E
12.	understand what they can realistically achieve.	A B C D E

13.	find courses which are appropriate to their educational needs.	A B C D E
14.	know how to assess and evaluate their goals.	A B C D E

II. Career/Vocational

Students should:

1.	learn what career training is available while in high school.	A B C D E
2.	find out what they are good at doing.	A B C D E
3.	have their parents involved in their career plans.	A B C D E
4.	talk to a counselor about career plans.	A B C D E
5.	understand employment outlook in their interest areas.	A B C D E
6.	obtain some on-the-job experience in their interest areas.	A B C D E
7.	know how to find out whether their interests, values and abilities match those needed on several jobs.	A B C D E
8.	know what kind of work dropouts get.	A B C D E
9.	develop career plans and goals.	A B C D E
10.	be able to apply for a job both in writing and in person.	A B C D E
11.	know what habits and aptitudes employers desire.	A B C D E

III. Personal/Social

Students should:

1.	be able to solve conflicts between their parents; desires and what their friends desire.	A B C D E
2.	understand their values and the use/abuse of drugs including alcohol.	A B C D E
3.	have good relationships with teachers.	A B C D E
4.	talk about personal concerns with a counselor.	A B C D E
5.	exercise self-discipline and behave appropriately.	A B C D E
6.	be able to talk with their family more easily.	A B C D E
7.	be themselves rather than try to be what someone else wants them to be.	A B C D E
8.	be a better listener and respond better to others.	A B C D E
9.	know their teachers care about them.	A B C D E
10.	become more tolerant of persons whose views differ from theirs.	A B C D E
11.	better understand people older than themselves.	A B C D E
12.	take action toward solving their own problems.	A B C D E

13.	know how to make decisions about school problems.	A B C D E
14.	learn how to express their feelings instead of keeping them to themselves.	A B C D E
15.	get along with peers better.	A B C D E
16.	know how their values affect their life.	A B C D E
17.	be needed - to have friends who need their help.	A B C D E
18.	accept criticism better.	A B C D E
19.	develop life-long recreational interests that will make their leisure time enjoyable.	A B C D E
20.	feel good about themselves.	A B C D E

Note: Items should be designed by Local Districts to reflect their program, grade level(s) and community.

****

IV Open Comment

Please comment on any of the aforementioned areas or make any suggestions you may have concerning long range goals for guidance and counseling services.

Items adapted from:

Millard Sr. High School
Pupil Personnel Services
Millard Public Schools
13747 F Street
Omaha, Nebraska 68137

APPENDIX B

SUMMARY OF IMPLEMENTATION STRATEGIES FOR A DEVELOPMENTAL GUIDANCE MODEL

Planning Tasks
(Months 1-6)

1. Form Committees
   a. Identify the steering committee
   b. Select advisory committee members
   c. Appoint subcommittees - needs assessment, program design, and evaluation
2. Conduct a needs assessment
   a. Identify respondents
   b. Finalize the needs assessment instrument
   c. Collect data
   d. Analyze data
3. Establish program standards
   a. Select competencies and indicators
   b. Establish standards for the indicators
   c. Develop sequence for delivery
   d. Document mission and standards
   e. Obtain management endorsement
4. Initiate evaluation planning

Development Tasks
(Months 6-12)

1. Direct Committees
2. Review the current career development program
   a. Identify types of information needed
   b. Collect information
   c. Set program improvement priorities
3. Review the career development program plan
   a. Obtain new program ideas
   b. Design the improved program
   c. Document the improved program
4. Design the evaluation
   a. Outline evaluation tasks
   b. Identify process evaluation procedures
   c. Identify product evaluation procedures
5. Identify staff development needs

Implementation Tasks
(Months 12-24)

1. Involve Committees
2. Conduct staff development
3. Monitor program implementation
4. Evaluate and use results for program improvement
   a. Monitor individual achievement
   b. Determine effectiveness of the program
   c. Communicate strengths, needs, and benefits of the program.

Appendix C
A Cross-Reference of NOICC Competencies and CSCA Curriculum Objectives

ELEMENTARY SCHOOL STUDENT

Competencies and Indicators

		Grade Indicator Addressed in CSCA Model						
		K	1	2	3	4	5	6
Self-Knowledge (NOICC)	**COMPETENCY I: Knowledge of the importance of self-concept.**	✓	✓	✓	✓	✓	✓	✓
	Describe positive characteristics about self as seen by self and others.	✓	✓	✓	✓		✓	✓
	Identify how behaviors affect school and family situations.	✓	✓	✓		✓		
Learn to Live (CSCA)	Describe how behavior influences the feelings and actions of others.		✓	✓		✓	✓	✓
	Demonstrate a positive attitude about self.	✓	✓	✓	✓	✓	✓	
	Identify personal interests, abilities, strengths, and weaknesses.	✓	✓	✓	✓	✓	✓	✓
	Describe ways to meet personal needs through work.	✓	✓	✓	✓	✓	✓	
Learn to Live (CSCA)	**COMPETENCY II: Skills to interact with others.**	✓	✓	✓	✓	✓	✓	✓
	Identify how people are unique.			✓	✓	✓	✓	✓
	Demonstrate effective skills for interacting with others.		✓	✓		✓	✓	✓
	Demonstrate skills in resolving conflicts with peers and adults.	✓	✓	✓		✓	✓	✓
	Demonstrate group membership skills.	✓		✓	✓		✓	✓
	Identify sources and effects of peer pressure.		✓	✓		✓		✓
	Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.					✓		✓
	Demonstrate awareness of different cultures, life-styles, attitudes, and abilities.			✓	✓	✓	✓	
Learn to Live (CSCA)	**COMPETENCY III: Awareness of the importance of growth and change.**	✓	✓	✓	✓	✓	✓	✓
	Identify personal feelings.	✓	✓	✓		✓		
	Identify ways to express feelings.	✓	✓	✓	✓	✓	✓	✓
	Describe causes of stress.			✓	✓	✓	✓	
	Identify and select appropriate behaviors to deal with specific emotional situations.					✓	✓	✓
	Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.		✓			✓	✓	✓
	Demonstrate knowledge of good health habits.							
Educational and Occupational Exploration (NOICC)	**COMPETENCY IV: Awareness of the benefits of educational achievement.**	✓	✓	✓	✓	✓	✓	✓
	Describe how academic skills can be used in the home and community.	✓	✓	✓		✓	✓	
	Identify personal strengths and weaknesses in subject areas.					✓		✓
	Identify academic skills needed in several occupational groups.				✓	✓	✓	✓
	Describe relationships among ability, effort and achievement.	✓	✓	✓				✓
Learn to Learn (CSCA)	Implement a plan of action for improving academic skills.				✓	✓	✓	✓
	Describe school tasks that are similar to skills essential for job success.				✓	✓	✓	✓
	Describe how the amount of education needed for different occupational levels varies.						✓	✓
							✓	
Learn to Earn/ Learn to Learn (CSCA)	**COMPETENCY V: Awareness of the relationship between work and learning.**	✓	✓	✓	✓	✓	✓	✓
	Identify different types of work, both paid and unpaid.	✓	✓	✓	✓	✓	✓	✓
	Describe the importance of preparing for occupations.		✓	✓	✓	✓		✓
	Demonstrate effective study and information-seeking habits.	✓	✓	✓	✓	✓	✓	✓
	Demonstrate an understanding of the importance of practice, effort, and learning.		✓	✓			✓	
	Describe how current learning relates to work.		✓		✓	✓		✓
	Describe how one's role as a student is like that of an adult worker.				✓	✓		

Elementary School Student Competencies and Indicators-Cont'd

		Grade Indicator Addressed in CSCA Model						
		K	1	2	3	4	5	6
Learn to Earn (CSCA)	**COMPETENCY VI: Skills to understand and use career information.**	✓	✓	✓	✓	✓	✓	✓
	Describe work of family members, school personnel, and community workers.	✓	✓					
	Identify occupations according to data, people and things.			✓	✓		✓	✓
	Identify work activities of interest to the student.							✓
	Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.			✓		✓		✓
	Describe jobs that are present in the local community.	✓	✓					✓
	Identify the working conditions of occupations (e.g., inside/outside, hazardous).		✓		✓	✓	✓	✓
	Describe way in which self-employment differs from working for others.							✓
	Describe how parents, relatives, adult friends, and neighbors can provide career information.			✓				
Learn to Earn/ Learn to Live (CSCA)	**COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.**	✓	✓	✓	✓	✓	✓	
	Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others, to getting and keeping jobs.			✓		✓		
	Demonstrate positive ways of performing working activities.			✓		✓	✓	
	Describe the importance of cooperation among workers to accomplish a task	✓	✓		✓			
	Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).			✓			✓	
Learn to Live/ Learn to Earn (CSCA)	**COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.**			✓		✓	✓	✓
	Describe how work can satisfy personal needs.			✓		✓	✓	✓
	Describe the products and services of local employers.			✓				✓
	Describe ways in which work can help overcome social and economic problems.			✓		✓	✓	✓
Career Planning (NOICC) Learn to Live/ Learn to Earn (CSCA)	**COMPETENCY IX: Understanding how to make decisions.**	✓	✓	✓	✓	✓	✓	✓
	Describe how choices are made.	✓		✓	✓	✓	✓	
	Describe what can be learned from making mistakes.			✓				
	Identify and assess problems that interfere with attaining goals.		✓		✓	✓		✓
	Identify strategies used in solving problems.		✓	✓	✓	✓	✓	✓
	Identify alternatives in decision-making situations.						✓	✓
	Describe how personal beliefs and attitudes effect decision-making.					✓		
	Describe how decisions affect self and others.					✓		
Learn to Earn/ Learn to Live (CSCA)	**COMPETENCY X: Awareness of the interrelationship of life roles.**	✓	✓	✓	✓	✓	✓	✓
	Describe the various roles and individual may have (e.g., friend, student, worker, family member).	✓						
	Describe work-related activities in the home, community and school.		✓			✓		
	Describe how family members depend on one another, work together and share responsibilities.		✓	✓	✓	✓	✓	✓
	Describe how work roles complement family roles.							
				✓	✓		✓	
			✓	✓		✓		
Learn to Earn (CSCA)	**COMPETENCY XI: Awareness of different occupations and changing male/female roles.**	✓		✓		✓	✓	
	Describe how work is important to all people.			✓				
	Describe the changing life roles of men and women in work and family.			✓			✓	
	Describe how contributions of individuals both inside and outside the home are important.	✓				✓		
Learn to Earn (CSCA)	**COMPETENCY XII: Awareness of the career planning process.**		✓					✓
	Describe the importance of planning.		✓					✓
	Describe skills needed in a variety of occupational groups.		✓		✓	✓		✓
	Develop an individual career plan for the elementary school level.							✓

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

		Grade Indicator Addressed in CSCA Model		
		6	7	8
Self-Knowledge (NOICC)	**COMPETENCY I: Knowledge of the influence of a positive self-concept.**	✓	✓	✓
	Describe personal likes and dislikes.	✓		
	Describe individual skills required to fulfill different life roles.			
Learn to Live (CSCA)	Describe how one's behavior influences the feelings and actions of others.	✓	✓	✓
	Identify environmental influences on attitudes, behaviors, and aptitudes.		✓	
Learn to Live (CSCA)	**COMPETENCY II: Skills to interact with others.**	✓	✓	✓
	Demonstrate respect for the feelings and beliefs of others.		✓	✓
	Demonstrate an appreciation for the similarities and differences among people.	✓	✓	✓
	Demonstrate tolerance and flexibility in interpersonal and group situations.	✓	✓	✓
	Demonstrate skills in responding to criticism.			✓
	Demonstrate effective group membership skills.	✓	✓	✓
	Demonstrate effective social skills.	✓	✓	✓
	Demonstrate understanding of different cultures, life-styles, attitudes, and abilities.			✓
Learn to Live (CSCA)	**COMPETENCY III: Knowledge of the importance of growth and change.**	✓	✓	✓
	Identify feelings associated with significant experiences.			
	Identify internal and external sources of stress.	✓	✓	
	Demonstrate ways of responding to others when under stress.	✓		
	Describe changes that occur in the physical, psychological, social and emotional development of an individual.			
	Describe physiological and psychological factors as they relate to career development.	✓		✓
	Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.			✓
Educational and Occupation Exploration (NOICC)	**COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.**		✓	✓
	Describe the importance of academic and occupational skills in the work world.			
	Identify how the skills taught in school subjects are used in various occupations.			
	Describe individual strengths and weaknesses in school subjects.	✓	✓	✓
Learn to Learn/ Learn to Earn (CSCA)	Describe a plan of action for increasing basic educational skills.	✓		
	Describe the skills needed to adjust to changing occupational requirements.	✓		
	Describe how continued learning enhances the ability to achieve goals.		✓	
	Describe how skills relate to the selection of high school courses of study.			✓
	Describe how aptitudes and abilities relate to broad occupational groups.			
Learn to Earn/ Learn to Live (CSCA)	**COMPETENCY V: Understanding the relationship between work and learning.**	✓	✓	✓
	Demonstrate effective learning habits and skills.	✓		✓
	Demonstrate an understanding of the importance of personal skills and attitudes to job success.	✓	✓	✓
	Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.			
		✓	✓	✓

Middle/Junior High School Student Competencies and Indicators-Cont'd

		Grade Indicator Addressed in CSCA Model		
		6	7	8
Learn to Earn (CSCA)	**COMPETENCY VI: Skills to locate, understand, and use career information.**			
	Identify various ways that occupations can be classified.	✓	✓	
	Identify a number of occupational groups for exploration.	✓		
	Demonstrate skills in using school and community resources to learn about occupational groups.		✓	✓
	Identify sources to obtain information about occupational groups including self employment.		✓	✓
	Identify skills that are transferable from one occupation to another.			
	Identify sources of employment in the community.		✓	
Learn to Earn (CSCA)	**COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.**	✓		✓
	Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.	✓		
	Describe terms and concepts used in describing employment opportunities and conditions.		✓	✓
	Demonstrate skills to complete a job application.			
	Demonstrate skills and attitudes essential for a job interview.			✓
Learn to Earn (CSCA)	**COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.**	✓	✓	
	Describe the importance of work to society.	✓	✓	
	Describe the relationship between work and economic and societal needs.	✓		
	Describe the economic contributions workers make to society.			
	Describe the effects that societal, economic, and technological change have on occupations.			
Career Planning (NOICC)	**COMPETENCY IX: Skills to make decisions.**	✓	✓	✓
	Describe personal beliefs and attitudes			
	Describe how career development is a continuous process with series of choices.			✓
Learn to Learn/ Learn to Earn (CSCA)	Identify possible outcomes of decisions.		✓	✓
	Describe school courses related to personal, educational and occupational interests.	✓	✓	✓
	Describe how the expectations of others affect career planning.		✓	✓
	Identify ways in which decisions about education and work relate to other major life decisions.			✓
	Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.			✓
	Identify the requirements for secondary and post-secondary programs.			✓
Learn to Earn (CSCA)	**COMPETENCY X: Knowledge of the interrelationship of life roles.**	✓	✓	✓
	Identify how different work and family patterns require varying kinds and amounts of energy, participation motivation and talent.			
	Identify how work roles at home satisfy needs of the family.			✓
	Identify personal goals that may be satisfied through a combination of work, community, social and family roles.	✓		✓
	Identify personal leisure choices in relation to life-style and the attainment of future goals.	✓		
	Describe advantages and disadvantages of various life role options.		✓	✓
	Describe the interrelationships between family, occupational, and leisure decisions.			

		Grade Indicator Addressed in CSCA Model		
		6	7	8
Learn to Earn (CSCA)	**COMPETENCY XI: Knowledge of different occupations and changing male/female roles.**		✓	✓
	Describe advantages and problems of entering non-traditional occupations.		✓	
	Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.			
	Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.		✓	✓
			✓	✓
Learn to Earn (CSCA)	**COMPETENCY XII: Understanding the process of career planning.**			
	Demonstrate knowledge of exploratory processes and programs.			✓
	Identify school courses that meet tentative career goals.		✓	✓
	Demonstrate knowledge of academic and vocational programs offered at the high school level.			✓
	Describe skills needed in a variety of occupations, including self-employment.			✓
	Identify strategies for managing personal resources (e.g., talents, time, money-) to achieve tentative career goals.	✓		✓
	Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.			✓
		✓		✓

HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

		Grade Indicator Addressed in CSCA Model			
		9	10	11	12
Self-Knowledge (NOICC)	**COMPETENCY I: Understanding the influence of a positive self-concept.**		✓	✓	✓
	Identify and appreciate personal interests, abilities, and skills.			✓	
	Demonstrate the ability to use peer feedback.				
Learn to Live (CSCA)	Demonstrate an understanding of how individual characteristics relate to achieving personal, social educational, and career goals.		✓		
	Demonstrate an understanding of environmental influences on one's behaviors.		✓	✓	✓
	Demonstrate an understanding of the relationship between personal behavior and self-concept.			✓	
Learn to Live (CSCA)	**COMPETENCY II: Skills to interact positively with others.**	✓	✓		✓
	Demonstrate effective interpersonal skills.		✓		
	Demonstrate interpersonal skills required for working with and for others.	✓	✓		
	Describe appropriate employer and employee interactions in various situations.		✓		✓
	Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.		✓		✓
Learn to Live (CSCA)	**COMPETENCY III: Understanding the impact of growth and development.**	✓	✓		
	Describe how developmental changes affect physical and mental health.	✓			
	Describe the effect of emotional and physical health on career decisions.				
	Describe healthy ways of dealing with stress.		✓		
	Demonstrate behaviors that maintain physical and mental health.		✓		
Educational and Occupational Exploration (NOICC)	**COMPETENCY IV: Understanding the relationship between** educational achievement and career planning.	✓	✓	✓	✓
	Demonstrate how to apply academic and vocational skills to achieve personal goals.			✓	
	Describe the relationship of academic and vocational skills to personal interests.	✓			
Learn to Learn/ Learn to Earn (CSCA)	Describe how skills developed in academic and vocational programs relate to career goals.				✓
	Describe how education relates to the selection of college majors, further training, and/or entry into the job market.	✓	✓	✓	✓
	Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.		✓	✓	
	Describe how learning skills are required in the workplace.		✓	✓	
Learn to Earn (CSCA)	**COMPETENCY V: Understanding the need for positive attitudes toward work and learning.**	✓	✓		✓
	Identify the positive contributions workers make to society.	✓			
	Demonstrate knowledge of the social significance of various occupations.	✓	✓		
	Demonstrate a positive attitude toward work.		✓		
	Demonstrate learning habits and skills that can be used in various educational situations.	✓			
	Demonstrate positive work attitudes and behaviors.		✓		✓

High School Student Competencies and Indicators-Cont'd

		Grade Indicator Addressed in CSCA Model			
		9	10	11	12
Learn to Earn (CSCA)	**COMPETENCY VI: Skills to locate, evaluate and interpret career information.**	✓	✓	✓	✓
	Describe the educational requirements of various occupations.		✓		
	Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information and computerized career information delivery systems).		✓	✓	✓
	Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).		✓		
	Describe the concept of career ladders.				
	Describe the advantages and disadvantages of self-employment as a career option.				
	Identify individuals in selected occupations as possible information resources, role models, or mentors.	✓			
	Describe the influence of change in supply and demand for workers in different occupations.		✓		
	Identify how employment trends relate to education and training.		✓	✓	✓
	Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.		✓		
Learn to Earn (CSCA)	**COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.**	✓	✓	✓	✓
	Demonstrate skills to locate, interpret, and use information about job openings and opportunities.	✓			
	Demonstrate academic or vocational skills required for a full or part-time job.	✓	✓	✓	✓
	Demonstrate skills and behaviors necessary for a successful job interview.	✓	✓	✓	
	Demonstrate skills in preparing a resume and completing job applications.		✓	✓	✓
	Identify specific job openings.		✓		✓
	Demonstrate employability skills necessary to obtain and maintain jobs.	✓			
	Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).		✓		✓
	Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.	✓	✓		
	Demonstrate an understanding that job opportunities often require relocation.				
	Demonstrate skills necessary to function as a consumer and manage financial resources.				
Learn to Earn (CSCA)	**COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.**	✓	✓	✓	
	Describe the effect of work on life-styles.	✓		✓	
	Describe how society's needs and functions affect the supply of goods and services.				
	Describe how occupational and industrial trends relate to training and employment.		✓	✓	
	Demonstrate an understanding of the global economy and how it affects each individual.				

High School Student Competencies and indicators-Cont'd

		Grade Indicator Addressed in CSCA Model			
		9	10	11	12
Career Planning (NOICC)	**COMPETENCY IX: Skills to make decisions.**		✓	✓	✓
	Demonstrate responsibility for making tentative educational and occupation choices.		✓		
	Identify alternatives in given decision-making situations.			✓	
Learn to Earn/ Learn to Learn (CSCA)	Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.				
			✓	✓	
	Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.				
					✓
	Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.				
			✓	✓	✓
	Identify steps to apply for and secure financial assistance for post-secondary education and training.				
			✓		✓
Learn to Earn (CSCA)	**COMPETENCY X: Understanding the interrelationship of life roles.**	✓	✓	✓	✓
	Demonstrate knowledge of life stages.				
	Describe factors that determine life-styles (e.g., socioeconomic status, culture, values, occupational choices, work habits).				
		✓	✓	✓	✓
	Describe ways in which occupational choices may affect lifestyle.			✓	
	Describe the contribution of work to a balanced and productive life.		✓		
	Describe ways in which work, family, and leisure roles are interrelated.				
	Describe different career patterns and their potential effect on family patterns and lifestyle.				
				✓	
	Describe the importance of leisure activities.	✓			
	Demonstrate ways that occupational skills and knowledge can be acquired through leisure.				
		✓			
Learn to Earn (CSCA)	**COMPETENCY XI: Understanding the continuous changes in male/female role.**	✓	✓	✓	
	Identify factors that have influenced the changing career patterns of women and men.				
			✓	✓	
	Identify evidence of gender stereotyping and bias in educational programs and occupational settings.				
				✓	
	Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.				
			✓		
	Identify courses appropriate to tentative occupational choices.	✓	✓		
	Describe the advantages and problems of non-traditional occupations.				
Learn to Earn (CSCA)	**COMPETENCY XII: Skills in career planning.**	✓	✓	✓	✓
	Describe career plans that reflect the importance of lifelong learning.				✓
	Demonstrate knowledge of post-secondary vocational and academic programs.		✓	✓	✓
	Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.				
				✓	
	Describe school and community resources to explore educational and occupational choices.				
			✓	✓	
	Describe the costs and benefits of self-employment.				
	Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.				
				✓	✓
	Demonstrate skills necessary to compare education and job opportunities.	✓	✓		
	Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.				
				✓	✓

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